

USING DISCUSSIONS TO IMPROVE THE TEACHING AND LEARNING
PROCESS OF SPEAKING FOR GRADE XI STUDENTS OF SMA N 1
IMOGIRI BANTUL IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



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2013

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SMA N 1 IMOGIRI BANTUL IN THE ACADEMIC YEAR OF 2011/2012**



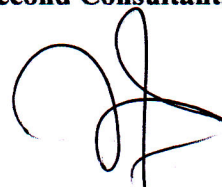
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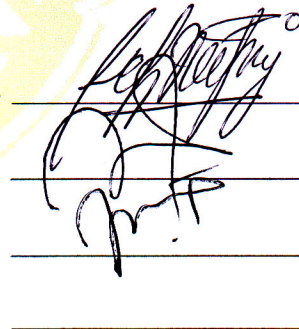
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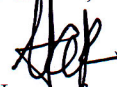
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MOTTO

FAILURE OCCURS ONLY WHEN WE GIVE UP (UNKNOWN)

Dedication

**This thesis is fully dedicated for my mom, dad, my brothers, sisters, and my grandma
& grandpa**

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My thanks go to Allah SWT who has given me an extraordinary and powerful life so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 29 Agustus 2013

The writer,



Nurraufu

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USING DISCUSSIONS TO IMPROVE THE TEACHING AND LEARNING PROCESS OF SPEAKING FOR GRADE XI STUDENTS OF SMA N 1 IMOGIRI BANTUL IN THE ACADEMIC YEAR OF 2011/2012

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ABSTRACT

This study is aimed at improving the process of speaking teaching and learning by using discussions for Grade XI students of SMA N 1 Imogiri Bantul in the academic year of 2011/2012

This study was an action research study consisting of two cycles and used qualitative methods. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The subjects of this research were 34 students of XI class of SMA N 1 Imogiri Bantul in the academic year of 2011/2012. The data of this study were qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. The qualitative data were analyzed in four steps. The first step was by collecting all the data such as interview transcripts and field notes. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts. Then, the last step was making conclusion drawing and verification. The conclusion was gained based on the results of the students' performances, field notes and interview transcript. Meanwhile, in making conclusion, the researcher worked with the other researcher in the field to obtain the valid finding.

The results of Cycle I showed that the implementation of discussions and other accompanying actions (i.e. using classroom English, giving rewards, using many kinds of media, and giving feedback) were successful in improving the students' speaking ability and their involvement during the teaching and learning process. Meanwhile, it was shown in Cycle II that the implementation of discussions and other accompanying actions (i.e. using classroom English, giving rewards, using many kinds of media, and giving feedback) were successful in improving the students' speaking ability and involvement in the English teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Problem

Based on content standard of English teaching which is issued by *Badan Standar Nasional Pendidikan* (BSNP), English teaching in Indonesia is aimed at helping the students to achieve communicative competence (BSNP, 2006). By having communicative competence, the Indonesian students have to be able to communicate using English with other people. For senior high school students, the aim of the English teaching is to facilitate them to communicate with the target language in the level of informational literacy. It means that the students have to be able to access the knowledge with the target language. Moreover, the Indonesian students have to be able to communicate in English in the daily life in both spoken and written language. Thus, to achieve the communicative competence, English teaching has to cover four main skills, namely listening, speaking, reading, and writing.

From those four skills, speaking is one of the skills that must be practiced orally. As the aim of English teaching in Indonesia is to build students' communicative competence, students have to communicate to others by using English during the English lesson. However, in practice, the students are not given sufficient opportunity to develop and practice the speaking skill. On the other hand, they have less opportunity to practice speaking in English when they are in and out the classroom. Besides, the activities in speaking are less communicative because the teachers give many theories to the students without instructing them to practice the language.

In addition, the activities during the English lesson seem to be boring and less interactive. The teachers only use LKS as learning material, which consists of reading and writing activities only; therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students.

Based on the problems mentioned above, the researcher tries to use a teaching technique which can encourage the students to speak English, called discussion. By using discussions during the speaking lesson, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved too.

B. Identification of the Problem

There are some problems related to the speaking lesson found in SMA N 1 Imogiri, Bantul. The problems come from the teacher, the students, and also the activities and media. The identifications of the problems are as follows:

Then first problem comes from the teacher. This problem focuses on the English teacher's use of teaching techniques. The teacher seldom uses interactive teaching techniques such as discussion, games or group work. She mostly uses individual and pair work that make the students bored of the lesson. Besides, the

teacher mostly focuses on the students' writing and reading skill and she seldom gives speaking skill so far. When giving speaking practice she does not give the students sufficient time to practice so that some of the students cannot do the practice well. In addition, she does not give the students opportunity to express their ideas and doing problem solving task in English in the teaching learning process.

The second problem is related to the students. Because of the fact that teacher rarely uses discussion activities, group work, games, media like videos, audios, or pictures, as the result, most of Grade XI students of SMA N 1 Imogiri Bantul are not really interested and motivated in the speaking lesson. Moreover, most of the students are reluctant and shy when they are asked to speak English or perform a conversation. When they are asked to speak English, they cannot pronounce the English words appropriately.

Meanwhile, the last problem comes from the activities and media. The teacher rarely uses activities that can motivate the students to speak English. The activities implemented by the teacher are sometimes not interactive. She mostly uses individual practice so that the interaction between students is very limited. Moreover, she seldom uses media to make the students interested in joining the lesson. She seldom uses pictures, cards, videos, audios and other media that can be used as additional teaching resources in the class. On the other hand, discussion activities are very important in the English teaching and learning process since the objective of the learning is to create a real communication. It is because daily life communication involves discussion. Moreover, discussion

activities really involve students' interaction because the students are mostly asked to work in pairs or in groups to ask and give some opinions and also to solve some problems. Therefore, the researcher tries to implement these activities in the speaking teaching and learning process in order to improve the students' speaking ability and involvement.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problems and focuses on the effort to improve the speaking skill of the students. The researcher does not have enough time to handle all of the problems in this school because she only has three months to conduct this research. Related to these reasons, the effort done in this research is limited to increase Grade XI students' speaking ability at SMA N 1 Imogiri Bantul by using discussion activities.

D. Formulation of the Problem

Based on the limitation of the problems, the researcher formulates the problem as follows:

How can the discussions be used effectively to improve the teaching and learning process of speaking for Grade XI students of SMA N 1 Imogiri Bantul?

E. Objectives of the Research

Based on the formulation of the problem, the objective of the research is to describe how discussions are implemented to improve the teaching and learning process of speaking for Grade XI students of SMA N 1 Imogiri Bantul.

F. Significance of the Research

The result of this research is expected to give some theoretical and practical advantages.

1. Theoretically, this research provides beneficial and referential contributions in giving general knowledge how to improve the students' speaking ability.
2. Practically, the result of this research is beneficial:
 - a. For the researcher, the research can give a practice in developing her knowledge and skill in problem-solving processes.
 - b. For the English teachers in SMA N 1 Imogiri Bantul, the research can be used as a source of information about ways to improve the students' speaking ability.
 - c. For other researchers, the research can give general knowledge of how to improve students' speaking ability. The research can also be used as the foundation for the next research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This section naturally converses concerning various theories linked to the topic of the study, and conceptual framework. The theories are built-in headings, namely the nature of speaking, teaching speaking, and discussion activity.

1. Speaking

There are three sub headings; they are the nature of speaking, aspects of the speaking skills, and types of the spoken activity.

a. The Nature of Speaking

There are numerous descriptions of speaking that have been proposed by some experts in language learning. Hornby (1995: 826) maintains speaking is one of the language arts that used by people all over the world. The art of speaking is very complex. It entails the simultaneous use of the number of abilities which frequently develop at dissimilar proportions. According to Brown and Yule (1983:3), speaking is a useful speech to transfer the information of transactional function and to maintain the social relationship through interactional function.

However, Bygate in Nunan (1989:30) brings to mind that speaking is the way students deal with inviting someone, introduce yourself and others, and also the way they exchange the information with their friends and teachers, the way students negotiate the meaning in making sure that both student and teacher and student with other student can understand each other.

In addition Chaney (1998) utters that speaking deals with the speakers in producing the target language like in pronouncing phonemes, words, using stress and intonation patterns and speak up using connected speech. The speakers also

use speech to express, build, and share meanings to others by using verbal and non verbal symbols with variety of context and purposes fluently.

Thornbury (2005) argues that there are four other speaking genres. They are interactive, non-interactive, planned and unplanned speaking. When people buy something in the shop, in the mall, in the market, they interact to others like in offering and accepting information. This is called as interactive speaking, while when there is no interaction with pairs, groups or more, for example leaving a message on an answer machine can be categorized as non-interactive speaking. Meanwhile, when we do speech, lecture, this is the example of planned speaking, while when we do conversation, chitchat with friends in the street or canteen; this is called as unplanned speaking.

Furthermore, Djiwandono (1996: 68) classifies speaking an activity to express oral message using grammatical features correctly so that listeners can hear that messages clearly and understand them well. Furthermore, Byrne (1992:9) affirms that speaking is the ability to express oneself intelligibly, accurately, reasonably and without too much doubt. He cites that speaking means making use of language in an ordinary voice. So, according to him speaking ability can be defined as the capacity or power to make use of language in an ordinary voice.

b. Aspects of the Speaking Skill

According to Syakur, (1987: 3) there are at least four parts of speaking skill they are comprehension, grammar, vocabulary, pronunciation, and fluency

a. Comprehension.

Oral communication undoubtedly involves a subject to react to speech as well as to begin it.

b. Grammar.

It is required for students to fix up a correct sentence in conversation. It is in line with Heaton (1978: 5) saying that student can differentiate suitable grammatical form unsuitable ones. The usefulness of grammar is also to find out the accurate way to increase skill in a language in oral and written type.

a. Vocabulary.

One cannot communicate successfully or put across their ideas both in the oral and written forms if they do not have plenty of vocabulary. So, vocabulary represents the appropriate pronunciation which is used in communication.

d. Pronunciation.

Pronunciation is the manner for students' to turn out understandable language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that control how sounds vary and pattern in a language.

e. Fluency.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

c. Types of Spoken Activity

There are some activities to promote speaking (Kayi, 2006: 2) as follows:

1). Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of

students and each group works on their topic for a given period of time, and presents their opinions to the class. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. Fauziati (2002: 134) states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

2). Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. (Richards, 2003: 222). While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

3). Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

4). Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

5). Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken

orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274).

6). Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. A dialogue is two sides communication. It means we do not just have to express something but we should understand what people say (Podo and Sulaiman, 1995: 25).

In addition, there are six types of classroom speaking performances. They are imitative, intensive, and responsive speaking performances, extensive monologs, transactional and interpersonal dialogs. The focus of the imitative speaking performance is in some particular elements in language forms, not for a meaningful interaction. Drilling is a kind of imitative activity. By drilling, the students can get a chance to listen and to repeat certain strings of language orally that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity (Brown, 2001).

2. Teaching Speaking

This sub-chapter describes important matters concerning teaching speaking. It is presented in some sub-headings. They are the notion of teaching speaking, characteristics of successful speaking activities, the roles of teachers and students during the teaching learning of speaking lesson, the characteristics of senior high school students, teaching speaking for senior

high school students, school - based curriculum (KTSP), standard of content, method of teaching speaking, technique of teaching speaking, teaching media, system of evaluation, and using English for the classroom management.

a. The Notion of Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person), give a person (knowledge skill, etc). The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skills is to communicate. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998:2).

Meanwhile, Harmer (1991:46) states that speaking happens when two people are engaging in talking to each other, we can be fairly sure that they are doing so for good reasons. Clark and Clark (1977:277) state in speaking people put ideas into words, talking about perceptions, feeling, and intention. They want other people to comprehend. They ask the listeners or receiver to get information.

There are five variables that are involved in language learning. They are social context, learners' characteristics, learning condition, learning process, and learning outcome (Stern, 1983:338). Based on Stern's statements above, it can be concluded that teaching speaking will be successful when the five variables are involved.

a. The social context

This variable suggests the learners' activities in making communication. The more he/she communicates, the better the result will be. The social context enables the students to be motivated and encouraged.

b. Learners' Characteristics

The psychological factor of the learner plays an important role in relation to communicative speaking. If a learner is always nervous and lacks confidence, for example, he/ she will get the worst result.

c. Learning Condition

Learning condition refers to situation in which one learns. When a learner gets perfect learning aids, such as audio visual aids, books, and comfortable place, he/ she can develop his/her skill well.

d. Learning Process

Learning process is best understood as threefold involving the learner intellectually/ cognitively, socially, and affectively.

e. Learning Outcome

When a learner does not know what she/he learns for, his motivation will get weaker and weaker. However, if she/he knows that the target of his learning is clear, such as competition, graduation, and exhibition, he/ she automatically increases his or her motivation. Clark and Clark (1977:223) state that speaking is fundamentally an instrument act. Speakers talk in order to have on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.

b. Characteristics of Successful Speaking Activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). This statement is supported by Munjayanah (2004: 16) saying that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

c. The Roles of Teachers and Students during the Teaching and Learning of Speaking

During the lessons the teacher needs to manage the activities and the learners in the classroom in different ways. Teacher's roles mean they need to behave in different ways at different stages of the lessons. Every teacher changes roles during a lesson. Those roles will be appropriate with the type of lesson,

activities, lesson aims and the level and age of the learners. The teachers sometimes act as a planner, an informer, a manager, a parent or a friend, or a monitor. There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states below:

The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a).

The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a).

The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

Nunan (1989:86) states that in oral interaction tasks, students are required to put language role a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing the language.

However, not all students are good learners who have the consciousness of the importance of learning. There are often many reluctant students in the class, especially when dealing with speaking. Here, the teacher should play his roles appropriately to help the students successful in learning speaking.

d. The Characteristics of Senior High School Students

Students of senior high school at the ages between twelve and eighteen or so may be at the age of puberty are called as teenagers (Brown, 2001: 91). Furthermore, Bowlby (2007: 1) defines teenagers as a dynamic period of one's life. It has been identified as a period in which young people develop abstract thinking abilities, develop a clearer sense of psychological identity, and increase their independence from parents. At this age, they are at the transitional stage of development between childhood and adulthood represents the period of time during in which a person experiences a variety of biological changes and encounters a number of emotional issues.

Harmer (2001: 38) defines some characteristics of teenagers: 1) A range of transition, confusion, self-consciousness, growing and changing bodies and minds; 2) Teens are in between childhood and adulthood; 3) Teenagers seem to be less motivated and humorous than adults; 4) Teenagers is in the search for individual identity. Based on the explanation above, the writer concludes that teenagers is the transitional stage of development between childhood and adulthood, representing the period of time during which a person is biologically adult but emotionally not at full maturity. The ages which are considered to be part of teenagers vary by culture. Teenagers are considered to begin age twelve and eighteen or so.

e. Teaching Speaking for Senior High School Students

Today, the educational system in Indonesia uses school-based curriculum. School-Based Curriculum is legally mandated by the Law Number 20 Year 2003 on National Education System and the Indonesian Government Regulation Number 19 Year 2005 on National Education Standards. The preparation of the school curriculum started in the 2007/2008 academic year. It refers to the Content Standard (SI) and Graduates Competency Standards (*SKL*) for primary and secondary education as published by the Minister of National Education of each No. 22 of 2006 and No. 23 of 2006, as well as curriculum development guidelines issued by *BSNP*. It is defined by the principal after considering the recommendations of the school committee. In other words, the implementation is fully handed over to the school curriculum, in the sense that there is no intervention from the Ministry of National Education.

According to the Content Standard which is developed by *BSNP* (2006), the English teaching for Senior High School students in Indonesia is aimed at developing the students' oral and written communication competence to achieve informational literacy, developing the students' awareness of the importance of English in improving the nation's competence in the world, and developing the students' understanding of the relation between language and culture. Besides, according to the Regulation of Ministry of National Education (*Permendiknas*) no. 22, year 2006 about the standard of competencies and basic competencies for English teaching and learning process which has proposed by *BSNP* (2006), the Grade XI Senior High School students in the second semester have to pose several speaking competencies as follows.

Table 2.1: Standard of Competency and Basic Competency of Speaking Skill for Senior High School Students Grade XI Semester Two

Standard Competence	Basic Competency
9. Expressing meanings in transactional and interpersonal conversations in the daily life context	9.1. Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socialize) conversations using various simple spoken language accurately, fluently, and acceptable to interact in daily life context which involves expressions of stance, love and sadness.
	9.2. Expressing meanings in transactional (to get things done) and formal and informal interpersonal (socialize) conversation accurately, fluently, and acceptably by using various kinds of written language involving the language function of embarrassment, anger and annoyance.
10. Expressing meanings in short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition	10.1. Expressing meanings in formal and non formal, short and simple spoken functional texts accurately, fluently and acceptably to interact in the daily life context.
	10.2. Expressing meanings in simple monologue texts using spoken language accurately, fluently and acceptably to interact in the daily life context in the form of narrative, spoof and hortatory exposition

Based on the standard of competencies and basic competencies in Table 1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. Teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in English is through communicative activities in which one kind of the activities is

discussion activity. Furthermore, based on the Regulation of Ministry of National Education no. 41, year 2007 about the process standard for elementary and secondary education, the teaching and learning process should cover some activities to achieve the basic competency. Teachers should present the activities in interactive, inspiring, enjoyable, and challenging ways so that they can encourage the students to participate actively based on their interests, and physical and psychological developments.

f. System of Evaluation

Evaluation is usually used by the teacher at the end of the lesson. The function of evaluation or assessment is to give feedback for the learner during their learning activities. According to Harmer (2001: 101) parts of teaching evaluation are

a. Comments:

Commenting on student performance happens at various stages both in and outside the class. The teacher may say *very good*, *good*, and *that's not quite right*.

b. Marks and grades:

When students get good grades, their motivation is often positively affected. However, bad grades can be extremely disheartened.

c. Reports:

At the end of the year some teachers write reports on their student's performance. Such reports should give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects. Meanwhile, assessing students' speaking competencies can be done at the beginning and the end of the language class. When giving a speaking test at the

beginning of the class, the teacher can know the students' initial speaking competence and at the end of the class the teacher can get the students' progress or achievement on the language has been learned. However, it should be noted that testing speaking is not the same as testing grammar.

Therefore, it is important to know some aspects of assessing students' speaking ability (Thornbury, 2005). These aspects are used when the teacher applies analytic scoring.

The first aspects are grammar and vocabulary. In these first aspects, the students are assessed through the accuracy and appropriateness use of syntactic form and vocabulary in order to meet the task requirement at each level. Besides, they are also assessed through the range and appropriate use of vocabulary.

The second aspect is discourse management. Discourse management deals with the ability to express ideas and opinion in coherent and connected speech. Also, the students' ability to maintain a coherent flow of language with an appropriate range of linguistics resources over several utterances is also assessed.

The third aspect is pronunciation. This aspect assesses the students' ability to produce comprehensible utterances to fulfill the task requirement. Then, the last aspect is interactive communication. This aspect deals with the students' ability to interact with the other students by initiating and responding appropriately. It also includes the ability to use functional language and strategies to maintain or repair interaction. Meanwhile, there are several spoken test types which are commonly used; interview, role play, live monolog, recorded monolog, and collaborative task and discussion.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the

criteria will be applied to the performances. She claims that the development and use of speaking test is a cyclical process in which it begins with a need for speaking scores and ends with the use of the scores.

In addition, she states that before making the rating scale, the examiner (the teacher) usually makes a test development process and a two-step testing process. In the two-step testing process, the test is firstly administered and then scored. The administration is an interaction between the students and other students to complete the tasks, and it produces the test discourse. Then, the rating is an interaction between the teacher as the rater, the criteria and the performances included in the test discourse to produce the scores.

Regarding those two ways in assessing the students' speaking ability proposed by Thornbury (2005) and Louma (2004), the researcher proposes to incorporate the analytic scoring with the rating scale. The analytic scoring can be combined with the rating scale so that it is more detail in giving the students' speaking assessment. The criteria or aspects of the assessment can be the same as Thornbury's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detail. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detailed and easier.

g. Using English for the Classroom Management

Classroom management refers to actions and strategies teachers use to maintain order in the classroom. (Burder and Bryd, 1999 citing Doyle, 1986). According to Littlewood (1981), language learning can be promoted by using the language being learned to manage the classroom. English has to be used to begin

and end lessons, organize activities and solve problems arising. It is, therefore important to provide learners as soon as possible with the language needed for routine classroom affairs in order to establish the foreign language as the medium for organizing activities.

3. Discussion Technique

This sub-chapter describes important matters concerning discussion technique. It is presented in some sub-headings, namely the nature of discussion, reason for using discussion to teach speaking, the purpose of using discussion technique in the classroom, the benefit of using discussion technique in the teaching learning process, kind of discussions activities, the stages of discussion activity, and the procedures of teaching speaking to senior high school students through discussion technique.

a. The Nature of Discussion

According to Harmer (1991:122), there are some communicative activities which aim at encouraging students to speak. One of these activities is discussion. Harmer (1991:123) states that discussion is an activity in which students work in a group and they have a subject to talk about and they react to something that is said. It will arouse problems that they try to achieve solutions to the problem in their talk. This activity involves sharing information, expressing opinion, and ideas, agreeing, and disagreeing, or reviewing their opinion. Discussion can be an alternative solution to the problem about how to encourage the students to speak, because, if they are asked to express themselves in a foreign language, they may find themselves reluctant to do so (Harmer, 1991:123).

Murcia (2001:106) argues that discussions are probably the most commonly used activity in the oral skill class. Besides, Nio (1980) states that a

group discussion is to discuss something in groups either in small and big groups, in order to get an understanding , a deal, and a decision about problem. Simandjuntak (1986) also states that discussion is a way to deliver information and knowledge to students orally or in writing.

Meanwhile, discussion is a way of presenting teaching materials with two or more parties to achieve the goal of learning. Discussion is defined as a strategy that involves the delivery of teaching material to discuss and determine by the students with an alternative solution to the problems.

Djajadisastra (1992:10) also maintains discussion is a way of presenting the learning materials by sending students or study groups to carry out scientific conversation to seek the truth in order to realize the goal of teaching. According to Karo-karo (1998:25), discussion is a communicative activity in which learners retain their own personalities and views. The learners are presented with a problem and have to express their opinion about it. Their task is to come to an agreement regarding an issue introduced by the teacher. Discussion is a technique concerning talking about a topic or a problem involving two persons or more, (the teacher and the student or the student with the other students), in which these students involved have the same attention to the topic or the problem being discussed. So, they can get some alternative answer to the problem that they are discussing through this talking.

In addition, Gulley (1960:4) states that discussion occurs when a group with group orientation purposefully interacts orally for enlightenment or policy determination. Moreover, Nio (1980:4) states that discussion is a process of involving two or more individuals to interact orally and face to face about identified purposes through sharing ideas, and information to solve problem.

b. Reasons for using discussion to teach speaking

In the basic course outline (1994:59) the speaking skills to be directed to senior high school students are:

- a) to make questions and answers about many things with acceptable pronunciation and structure
- b) to make short conversation using acceptable pronunciation and structure.
- c) to describe things, persons, places, or series of events by means of acceptable pronunciation and structure.
- d) to simply express thoughts, opinions, and feeling as well as attitudes by applying acceptable pronunciation and structures.

c. The purpose of using discussion technique in the classroom

There are many purposes of using discussion in the classroom. The main purpose of using discussion is to develop critical thinking, democratic attitude, cognitive ability, and social emotional attitude. (Moedjiono and Dimyati in Nurhidayati 1998:27). In detail, the purpose of using discussion according to Moedjiono and Dimyati is formulated as follow:

- a) to develop students' ability in asking, communicating, and making summary.
- b) to develop students' attitude towards the school, the teacher and the subject they are learning.
- c) to develop students' ability in overcoming the problems and developing their self-concept more positively.
- d) to increase students' ability in giving opinions and
- e) to develop students' attitude towards controversial issues.

Discussion can be applied to senior high school students because it helps them become more confident and fluent communicators and aware of certain communication strategies.

Willen (1990) also mentions the power of using discussion to help students develop:

- a) general subject matter mastery involving higher –cognitive learning
- b) problem solving ability
- c) moral reasoning
- d) socially desirable attitude
- e) communication skills. (Willen, 1990:41)

Furthermore, Ur (1981) states that in order for a discussion to be successful, a purpose is needed. This purpose is manifested through a task which should involve “thinking”, “interaction”, “result”, and “interest”. Discussion is used in teaching speaking because it reflects some essentials characteristics of typical communicative class and it is included as one of social interaction in teaching speaking. It allows the students to take direct participation in the classroom, it could be used easily with other techniques and it improves students’ critical thinking and speaking skills. Their task is to come to an agreement regarding an issue introduced by the teacher.

d. The benefit of using discussion technique in the teaching learning process

Discussion provides many benefits to students. This is explained partly by the evidence that shows the advantages as follows:

- a) it can serve to repeat the lesson materials that have been presented.
- b) it can grow and develop scientific attitudes and ways of thinking.

- c) it can encourage the students to think critically.
- d) it can minimize or eliminate the sense of shame or fear, and to foster the courage of learners.
- e) it can foster cooperation, tolerance, and a sense of socio emotional. (Karo-karo, 1998:26).

The advantage of discussions in the learning process is that teachers do not dominate the conversation, or even simply as a stimulus, informants, and motivator in the whole series of activities.

There are some strengths of discussion as listed by Moedjiono and Dimyati (1998:27).

- a) discussion allows students to take direct participation in the classroom. This direct participation gives students possibility to use their intellectual, socio emotional, and their cognitive abilities in the teaching learning process.
- b) discussion could be used easily before, after, or with other technique
- c) discussion could develop students' critical thinking, democratic participation and also students speaking attitude, motivation, as well as their speaking skill.
- d) discussion provides the students with a chance to test, to change, and to develop their opinion, value, and their decision through looking at their mistakes by careful observation and group opinions.
- e) discussion benefits some students who lack ability in solving problems, because group solution is usually better then personal solution.

Those are the advantages of using discussion in teaching speaking to senior high school students. Considering their linguistic and psychological aspects, the writer suggests that discussion can be used as a technique for teaching speaking to senior high school students. The aim of discussion is fluency practice.

It is in general assumed that the participants already know enough English to produce the structures and vocabulary necessary (Ur, 1982:25). There are still areas of knowledge-tense structure, noun phrases contraction, vocabulary use etc. which elementary students have not come across. It can be concluded from the previous paragraph that discussion can be applied in a classroom where the students have reached the intermediate level.

According to Harmer (1998:24) students can be grouped into three levels namely: the beginner, the intermediate, and the advanced. Broadly, beginners are those who do not know any English and advanced students are those whose level of English is competent, allowing them to read facts and fictions and communicate fluently with native speakers. Between these two extremes, intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading. Elementary students who are in the position between beginners and intermediate are no longer beginners. They are able to communicate in a basic way. They can string some sentences together, construct a simple story or take part in predictable spoken interactions. However, they have not yet achieved intermediate competence which involves greater fluency and general comprehension of some general authentic English.

e. Kinds of discussion activities

Brown (2001:14) states techniques are the specific activities manifested in the classroom. The use of group discussion as the specific activity in the class of English plays crucial roles in the success of teaching speaking. It means that discussion is one of techniques considered as an effective technique to enhance the learners' speaking skills. The discussion activity ranged from highly formal,

i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text.

On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students and provides the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task Harmer (2007: 348-353). Discussion can be in the highly formal, whole-group staged events to informal small-group interactions. Harmer (2007) mentions the kinds of discussions as below:

- 1) buzz groups: these can be used for a whole range of discussion. For example, the teacher asks the students to predict the content of a reading text, and then they tell their opinion about the passage.
- 2) instant comment: another way in which the teacher can train students to respond fluently and immediately is to insert “instant comment” mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that come into their head.
- 3) formal debate: in a formal debate, students prepare arguments in favor or against various propositions. When the debate starts, those who are appointed as ‘panel speakers’ produce well-rehearsed ‘writing-like’ arguments, whereas

others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

- 4) unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in the classroom.
- 5) reaching a consensus: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

f. The Stages of Discussion Activity

There are three stages in the implementation of a classroom discussion, namely pre-discussion, discussion, and post discussion (Green, Christopher, in Richards and Renandya (2002:226). In the pre-discussion, the learners are forming the groups and identifying and organizing the topic. In the discussion, they do the peer observation and evaluation, and keep the reflective journals. Then, the learners review and discuss the strengths and weaknesses of the discussion to make recommendation for future modification and improvement in the post discussion. In the oral class, discussion is implemented as an activity. They propose three stages in the implementation of a classroom discussion.

a. Pre-discussion

In this stage, viable discussion and associated partner groups are formed. We have found groups of four to be the most appropriate number of participants for fluent interaction. Each group draws up a list of possible discussion topic, deriving principally from their current professional, academic concern; next a

topic for discussion is selected and divided into manageable areas of enquiry for the time available.

b. Discussion

In this stage, the groups discuss the topic while partner groups of observer-evaluators monitor the process, using a variety of instruments to record data.

c. Post discussion

In the last step, first there should be peer feedback from the observer-evaluators. The teacher may then give feedback on content, intra group dynamics and linguistic appropriateness to groups and individuals. Finally, the groups decide on ways to enrich and extend the topic or alternatively to choose a new topic.

Finally, the groups decide on ways to enrich and extend the topic or alternatively, to choose a new topic. (Green, Christopher and Lam in Richards and Renandya 2002:226).

g. The procedures of teaching speaking to Senior High School students through discussions

Most teachers hope that they will be able to organize discussion sessions in their classroom, particularly if exchange of opinion provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped. The first thing to remember is that people need time to assemble their thoughts before any discussion. The ability to give spontaneous and articulate opinion is challenging in our own language, let alone the language we are struggling to learn. The following sequence, therefore,

stresses the need for discussion preparation and shows the teacher building the discussion up in the stages.

The following are procedures to teach speaking using discussion:

First, asking individual students about their experience related to the given topic, second, stating that the class is going to concentrate on the given topic, third, asking for an opinion about the given topic from one of the groups, fourth encouraging other students to ask questions about the opinion and then asking another student to say what can be done about it, and the student in turn, is questioned. Finally, the groups which agree with the statement given in the discussion should reach an agreement with the groups which disagree with it (Harmer, 2001:91).

Besides, the teacher plans their lesson by using topic “umbrella”. A topic “umbrella” lesson is given to one general topic (e.g. violence in the mass media) that is used as the main focal point for all the activities. The teacher might use a variety of activities such as vocabulary, grammar, speaking, listening, reading, and writing. In discussions, students are given the opportunity to interact with everybody else in the class in the context of pairs/small groups on a number of occasions. The staging of activities and the variation of individuals in each group is manipulated by the teacher, so that students are made familiar with a variety of paces/levels of working (which are dictated by the relative linguistic and communicative abilities of the students involved). (Harmer, 2001:91).

Harmer (2001) also shows the model of using discussion technique in the classroom.

The teacher starts by asking individual students about the given topic: “Did they enjoy it? What is funny? Serious? Violent?”. The students reply will be fairly monosyllabic, but at least the topic has been introduced and the students are enjoying thinking about movie. The teacher now says that “the class is going to

concentrate on the issue about the given topic, Is there too much? Does it matter? Should anything be done about it?" He puts the students in to groups. In one group, the students have to think (and make note about) about the topic given. In another group, students have to think up (and make note about) reasons and opinion about the topic given. The students have a chance to think of ideas, the teacher going round to individual groups, offering help where necessary. He asks for an opinion about the given topic from one of the groups. When a student has given it, he encourages other students to ask question about that opinion. He then asks a different student to say what can be done about it and that student in turn, is questioned. Finally he asks a student from the group to disagree with the idea that present by the other group.

The teacher keeps prompting in this way until the conversation takes off with different opinions being freely exchanged. Later when the activity has run out of the steam, the teacher can work on any language arising out of the activity. Shortcomings of vocabulary and grammar are obviously encountered during the discussion. Nevertheless, it does not seem to be the case that remedial lessons on vocabulary or grammar would reason in. There are many discussion possibilities. The important thing is that students need to be engaged with the topic. They then might do some study (if there is a necessity for language input, facts or figures, for example) and move quickly to activate stages which include the discussion itself. Almost certainly, however there will be feedback, including study after the discussion is over. (Harmer, 2001:91). Moreover, below are the hints to teach discussion

Firstly, put the students in groups first before asking students to discuss as a whole class, put them in groups to try out the topics. This will allow them to give opinions in a less threatening environment than in front of the whole class. It will also give the teacher a chance to see the topic which is interesting to the students. If it is not and the teacher decides to end the discussion this can be done without "the lost of face". That accompanies the cancellation of the discussion session in front of the whole class.

Secondly, give the students a chance to prepare. Where a more formal discussion is due to take place, students need a chance to prepare their opinions. If they are to discuss the role of the family or the relative merits of radio and television, they need time to marshal their thoughts and come up with arguments to support their case. This is especially true for debates.

Thirdly, give the students a task. One way of promoting discussions is to give students a task as part of the discussion process. They can be given a list of controversial statements about a topic and asked to score them from 0 (very negative) to 5 (very positive). They can do this in pairs and groups. Once again this will be excellent preparation for any full-class session. (Harmer, 2001:91).

B. Conceptual Framework

To achieve the improvement of the speaking ability of the students, the researcher has to make some efforts in the action research. For the sake of the success of the research, it is important for all research members to work collaboratively. The improvement on learning achievement needs a process; it means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teachers, and the educational institution.

Considering the need of improving the speaking ability of students, the researcher has to identify and implement some efforts in the field. There are some steps that would be done by the researcher, firstly, the researcher will observe and identify the problems in the field. Secondly, she and the English teacher try to find some efforts which are considered as the solution. Finally, the actions are implemented. Considering time allocation, the research is stopped when the actions are already carried out, with the expectation that they could be carried out continuously.

CHAPTER III

RESEARCH METHOD

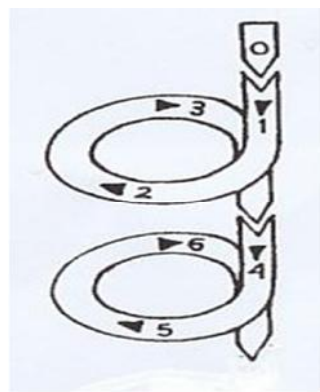
This section discusses the research design, research setting, instruments, data analysis technique, research validity and reliability, and research procedure.

A. Research Design

Based on the research objective, this research belongs to action research. Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis 1986: 162). The process begins with the development of questions, which may be answered by the collection of data. Action implies that the practitioner will be acting as the collector of data, the analyst, and the interpreter of results.

Besides, action research or participatory action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Action research is done simply by action, hence the name. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice. As designers and stakeholders, researchers work with others to propose a new course of action to help their community improve its work practices (Center for Collaborative Action Research). It is to find the problems during teaching learning process, and to find the solution of the classroom dilemma in class XI IPS of SMA Negeri 1 Imogiri

Bantul. The research team members worked collaboratively to find the problems concerning interaction in the English teaching learning process and then identify the problems, plan, and carry out the actions, and make an evaluation, reflection, and discussion of the actions implemented. The processes in action research can be shown in the schema below:



- 0 = the problems
- 1 = Planning
- 2 = Action and observation I
- 3 = Reflection I
- 4 = Revised plan I
- 5 = Action and observation II
- 6 = Reflection II

Figure 3.1: Kemmis & McTaggart's Action-Research Cycle. (Burns, 1999: 33)

Based on Figure 3.1, the researcher, the English teacher, and another research team member (collaborator) identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

B. Research Setting

This research was carried out in class XI IPS of SMA Negeri 1 Imogiri Bantul. This school is located in Imogiri Timur Street 14 km, Wukirsari Imogiri Bantul. The available rooms in the school are the headmaster's room, teachers' room, a room for guiding and counseling, an administration room, a school health unit, a kitchen, a

mosque, teacher's toilet, students' toilet, two computer labs with the internet access, two science labs, and one lab art and culture, basket ball and tennis court, nine classrooms etc. Each class consists of about 30 to 34 students. Totally, there are 280 students, one headmaster, eighteen teachers, one school guard, and three English teachers. The English teaching learning process in class XI IPS is carried out 3x 90 minutes in a week.

C. Subjects of the Research

The subjects of this study were students of grade XI IPS of SMA Negeri 1 Imogiri Bantul in the academic year of 2012/2013. The class had 38 students, consisting of 22 male students and 18 female students. The age of the students were sixteen up to seventeen years old. Most of them came from the middle upper economical background. Some of them lived near the school. The researcher chose XI IPS class as the subjects of the research because this class needed to be improved in terms of the students' motivation to speak in English.

The object of the research was the English teaching learning process in Class XI IPS of SMA Negeri 1 Imogiri Bantul. The objective of the action was improving the process of teaching and learning speaking in Class XI IPS of SMA Negeri 1 Imogiri Bantul.

D. Time of the Research

The researcher conducted the action research in the second semester of the academic year of 2011/2012. The observation began on October 2011. The actions were conducted from January to February 2012. In conducting the actions the researcher followed the school academic calendar in which the English class was

taught three times a week. Each meeting had 90 minutes but for one hour lesson it had 30 minutes. The schedule of English for class XI IPS of SMA Negeri 1 Imogiri Bantul was at Wednesday: 12:00 -13:30 pm, Thursday: 09:00 – 10:30 am, and Friday: 08: 30 – 09: 00 am. The actions were completed in 6 meetings.

E. Instruments of the Research

In this research, the key instrument was the researcher. The researcher with the other research team members worked together in collecting the data. In the reconnaissance stage, to collect the weaknesses of the English teaching learning process, the research worked collaboratively with the research members. Generally, the data were collected through observation guidelines, a photo camera and in-depth-interview guidelines. The researcher observed the English teaching learning process with other research team members to identify the problems. In the action stage, the researcher observed the English teaching learning process and conducted in-depth-interview to other research team members.

The data gathered were written down in the form of field notes of the teaching and learning process, photo of the teaching and learning process, and interview transcripts. There were two kinds of in-depth interview guidelines in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

F. Data Collection Procedure

The data were qualitative in nature. They were obtained by interviewing the English teacher, the collaborator and the students of class XI IPS of SMA Negeri 1 Imogiri Bantul, observing the teaching and learning English process in class XI, and taking some pictures of teaching and learning process in the class. In order to obtain the data, the researcher did several activities. They were observations and interviews.

1. Through the observation, the researcher found out information, especially the information related to the interaction in the English teaching learning process.
2. Through interviews, the researcher asked information directly from the other research team members about the English teaching learning process.

Then, in the reconnaissance step, after conducting the observation and interview with the students and English teacher, the data which were field notes and interview transcripts were collected. In the action and observation steps, the data of the field notes were also collected. The field notes were made based on the descriptions in the observation guidelines which were completed by the collaborator during the implementation of the actions. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give a clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

G. Data Analysis Technique

The researcher analyzed the data from the field note of the observations, and interview transcript given to the students. The researcher also used triangulation to avoid the subjectivity of the data analysis. The triangulation was done by comparing the data from the observations and interviews, also by comparing the data from all of the research members. The data were analyzed from the field notes of observations and interview transcripts. The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic data, which could help her in interpreting the data. To assess the validity and reliability of the data, the researcher followed the criteria proposed by Burns (1999: 161-162). The validity of the research was democratic validity, result validity, process validity, catalytic validity, and dialogic validity.

H. Research Validity and Reliability

Burns (in Madya 2006: 37 -45) states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

a. Democratic Validity

Burns (in Madya 2006 : 38) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In other to get democratic validity, the researcher interviewed the stakeholders of SMA Negeri 1 Imogiri Bantul (headmaster, teachers, and students). In the interview, the stakeholders were given chances to express their ideas, opinion, and attitudes toward the problems faced where the focus was to look

for the solution of the problems. The interview was conducted when the research was going on.

b. Outcome Validity

Outcome validity is related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also discussing new questions in the related research (Burns, in Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the XI grade students of SMA Negeri 1 Imogiri Bantul in a scheme in order to make new questions. The researcher did this when the researcher does the reflection in the end of the action.

c. Process Validity

Process validity means that actions that are done in the research are believable (Burns, in Madya 2006:40). To get the process validity, the researcher got the data by doing observation, and taking notes during the research. The researcher noted anything that happened in the teaching learning process of SMA Negeri 1 Imogiri Bantul. It means that during the research, the researcher observed the participants of the research, the researcher focused her attention only on anything that could be caught by the researcher's senses.

d. Catalytic Validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves. (Burns, in Madya, 2006: 43). The researcher got the catalytic validity through the cycle of the action plans, implementation and its observation, and reflection that were done at grade XI of SMA Negeri 1 Imogiri Bantul.

e. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research.(Burns, in Madya 2006 : 44). To get the dialogic validity, the researcher did the peer review in action research. It would mean dialogues with practitioner peers, either through collaborative enquiry or reflective dialogue with “critical friends” or other practitioner research.

I. Research Procedure

In conducting the action research, there were some procedures that must be followed for each cycle, those procedures were:

1. Determining the thematic concern (Reconnaissance)

The researcher identified the problems from the observations, questionnaires, and interviews conducted by the research members. Then, the researcher made a list of identified problem. Then, all the research members discussed to choose the problems that were very urgent and manageable to overcome.

2. Planning

After getting manageable problems to overcome, the research members worked collaboratively to find possible actions to overcome the problems. Then, the researcher made a list of some plans that have been agreed by the research members, and the researcher formulated the plans of action that would be implemented.

The formulation of the plans included the materials that would be given in the action. The materials were taken from many resources with some adaptations. After that, the researcher designed the lesson plans and consulted them with the teacher and the collaborator.

3. Acting and observing the action

After formulating the plans including the materials and the lesson plans was agreed by the research members, and then the researcher implemented the actions in the class. The researcher did the actions and the English teacher of class XI and the collaborator observed the students' speaking ability during the implementation of the action.

4. Reflection

After implementing the action, the researcher did some interviews to the research members and students to know whether the action had significant effects or not. After doing evaluation, the researcher and other research members analyzed the research findings. Based on the result of the analysis, the researcher, the teacher, and the collaborator could continue to formulate the plans for the next cycle.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

There are some important themes related to the research findings and discussion discussed in this chapter. These are presented in three headings; reconnaissance, the implementation of the actions and discussion.

A. Reconnaissance

The research procedure started with the formulation of problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings, 24 and 26 January 2012 and the interviews were conducted on January 24, 2012, the interview guideline can be seen in appendix. The observations and interviews were carried out in the second semester of the academic year of 2011/2012.

1. Identifying the field problems

The researcher as one of the research team members conducted the research and worked collaboratively with other research team member. To identify the field problems of the English teaching and learning process in Grade XI, she had some interviews with the headmaster of the school, English teacher and the students. She also conducted some observations during the English teaching and learning process. Below was one of the field notes during the observation.

The researcher came to the school at 10.00 am to meet the English teacher to conduct the observation. Before conducting the observation, the researcher first interviewed the English teacher about the English teaching process in this school, especially for the grade eleventh. According to the teacher, both students of XI IPS and students of XI IPA did not have the same interest of English, so the researcher has selected both classes XI IPS and XI IPA to be observed in order to know which class will be the subject of the research. After that, the researcher came to the English class to observe the English teaching learning process in XI IPS class. The class was begun at 11.30 a.m. At first, the English teacher greeted

the students by saying “*assalamualaikum*” then the student responded “*waalaikumsalam*”. In this meeting, the teacher called the roll, then the English teacher asked them about the previous homework, some of the students did not pay attention; some of them were slept because the class was the last class of the day, and some of them were exhausted because the previous meeting was athletics class. The teacher again asked about the previous material, two and four students answered “*Narrative bu!*”, and then teacher asked them about the definition of narrative text, the students answered “*lupa Bu*”. Then the English teacher asked the students to present the text. It was about narrative text. No one of them wanted to read the text out loud. Then the English teacher pointed one student by the student number. “*Absent number 20, please read the paragraph three*” When the student read the text, she mispronounced some words, “*family*”, the teacher gave feedback on her. Then when teacher asked another students to read the last paragraph of the text, some of the students said “*saya bu*”. And after that the teacher asked them to summarize the text. The students used dictionary in finding some difficult words, after they finished, the teacher continued to explain about the spoof text. After the teacher explained about the text, in this section, the teacher asked and elicited the question to the students based on the text, the teacher asked the students about the generic structure of the text, some of the students seemed confused about the material, some of them were confused about the teacher’s instructions, some of them were in action to the materials and some of them run over their friends, then the teacher asked them to sit down. Because the class was noisy, the teacher wrote down the instruction on the whiteboard. At the time when teacher still wrote down, one of the students went to the toilet, and other students in group did the task. While the students did the task, the teacher came to their chair to ask a help. However, the students that sat in the back row were noisy, and then the teacher said “*jare talk less do more*”. In the last minutes of the meeting, the students were focus, the teacher explained the material based on the LKS, after that the students did the exercises in the LKS. The time ended when students were doing the exercises, the class ended at 13.30 and the teacher asked the students to finish the exercises at home. (Field Note 1, January 24, 2012: see Appendix)

After conducting some observations in the class, the researcher interviewed some students and she had a discussion with the English teacher. Based on the observations, interviews, and discussion, the researcher and the English teacher identified some problems that

occurred in the English teaching and learning process. The identified field problems occurred during the teaching and learning process could be seen below:

Table 4.1
The field problems found during the teaching and learning process

No	Problems Found	Indicators
1.	The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views.	The teacher only used <i>LKS</i> as learning material, the teacher mostly focused on the students' writing and reading skill, she seldom implemented speaking skill
2.	The opportunity of the students to deal with oral activities was low. Especially discussion activities. They did not have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	The teacher mostly asked the students to work in pair, she rarely asked the students to work in group which can improve the students' participation in the classroom
3.	The students could not practice the language function they have learnt because there was no student-students interaction	When giving speaking practice, the teacher did not give the students sufficient time to practice so that some of the did not do the practice well
4.	The students seemed not really interested and motivated in the speaking lesson	The teacher never gave rewards to motivate the students. Meanwhile, the teacher rarely used interesting media like pictures, videos, or audios in the classroom.
5.	The students were reluctant and shy when they were asked to speak English or perform a conversation	The interaction of the students was very low. They lacked opportunity to practice in and out of the classroom.

To make the list problems valid, the researcher asked the English teacher to check the problems. Based on the discussion with the teacher, those problems in Table 4.1 were considered feasible to overcome.

2. Determining the research problems

After discovering the field problems, the researcher and the English teacher discussed further to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the English teaching-learning activity. The students of Grade XI

IPS-2 had less opportunity to speak their ideas, because they had no chance to do discussion activity. The English teacher rarely used discussion activities in the teaching learning process. Besides, the students could not practice the language function they have learnt because there was no student-student interaction. The English teacher mostly asked the students to do individual work, she rarely asked the students to work in group which can improve the students' participation in the class.

Besides, the teacher never gave rewards to motivate the students, so the students seemed not really interested and not motivated in the speaking lesson. Besides, since the less practice and less interaction of the students in the teaching learning process, the students were reluctant and shy when they were asked to perform and to speak English or conversation. Moreover, the English teacher rarely used media like pictures, videos, audios, and many others, the teacher only used *LKS* as learning materials, consequently, the students seemed getting bored with the materials given. Starting from that, to make the students motivated in exploring their ideas in the teaching learning of speaking, the researcher needed to solve them.

3. Determining the actions to solve the field problems

After the researcher and the English teacher identified the most important problems that needed to be solved, they discussed again the point of those problems. After discussing them, the researcher and the English teacher agreed that those problems were related to speaking teaching learning process. Then, the researcher and English teacher tried to look for the appropriate ways to improve the students' speaking ability. The description of the problems found and the solutions can be seen in the table below.

Table 4.2
The problems and solutions

No	Problems Found	Solutions
1	The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views.	Applying discussion activity to motivate the students to speak confidently
2	The opportunity of the students to deal with oral activities was low. Especially discussion activities. They did not have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	Applying discussion activity to motivate the students to speak confidently
3	The students could not practice the language function they have learnt because there was no student-students interaction	Applying discussion activity to motivate the students to speak confidently
4	The students seemed not really interested and motivated in the speaking lesson	Giving rewards to motivate the students in joining the teaching learning process. Besides, using many kinds of media like videos, pictures, or audios in the teaching and learning process
5	The students were reluctant and shy when they were asked to speak English or perform a conversation	Applying discussion activity to motivate the students to speak confidently

B. The Implementation of the Actions and Discussions

1. Cycle I

a. Planning

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing discussion activities in the teaching and learning process of speaking. These were described as follow.

- 1) Using classroom English during the teaching and learning process

During the actions, the researcher took a role as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make them more familiar with English words and they could increase their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to ask the students' condition, to call the roll, to outline the materials, to explain the goal of the teaching and learning process, to ask the questions about the material, to check the students' understanding, to summarize and reflect the lessons, to review the upcoming materials, to give feedback, and also to end the lesson. During this cycle, the researcher agreed to use classroom English in whole meeting so that the students were familiar with the English instruction.

2) Implementing some discussion activities through many kinds of tasks

The discussion activities were used to increase the students' speaking ability in the form of the ability to exchange the information, to solve the problem, to give opinion, to state agreement and disagreement, and make them active to practice their English in the classroom and to encourage students' participation in the teaching and learning process. These activities involved the students to work in groups and in pairs. The researcher asked the English teacher about the materials that would be taught in the first cycle. There were three meetings done in this cycle. The English teacher mentioned some points based on the basic competencies and standard competencies of the *KTSP*. Then, the researcher and the English teacher divided the materials into three meetings. The learning materials of the first cycle were as follow.

Table 4.3
The learning materials of the first cycle

No	Day / date	Topic and material	Skills
1.	Wednesday 12.00-13.30 February 26	Expressing of stance (global warming) Some dialogues of global warming Some expressions of stance: I think....I believe..I feel...it seems to me that... I strongly believed that.....	Speaking
2.	Thursday 09.00-10.30, February 28	Some dialogues of the electronic appliances (global warming) Some expressions of stance: In formal situation: Personally, I believe, My view of...is... From my point of view...	Speaking
3.	Wednesday 12.00-13.30 February 30, 2012	Some monologues (organic farming) Some expressions of stance: In non-formal situation: If you ask me... You know what I think (I think) I guess,	Speaking

The learning materials which consisted of many tasks were downloaded from the internet, copied from New Interchange, and adapted from many resources. Through these tasks, the students' speaking skills could be built because in these tasks they had to communicate with others to find out the information they needed. They had to explore their ideas completely to solve the issues served. It was expected that the teaching and learning process could make the students communicate well.

3) Giving feedback on the students' pronunciation

The researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

4) Using many kinds of media

The use of media like pictures, videos, audios, power point slides show, LCD, and Laptop were useful to support the teaching learning process. The teacher's instructions and

explanations were helped by using those media. Some sleepy students were motivated enough to study based on audios, videos, then from the *LKS*.

a. Actions and Observations in Cycle I

The actions were carried out three times, on Wednesday 12.00-13.30 February 26, Thursday 09.00-10.30, February 28, and Wednesday 12.00-13.30 February 30, 2012. The actions focused on implementing discussion activities through many kinds of attractive and challenging tasks which required the students to work in small groups and in pairs. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews.

1) Using classroom English during the teaching and learning process

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, “good morning”, to ask the students’ condition, “how everything goes?” to call the roll, “who is missing the class?” to outline the materials, “ today we are going to learn about...”, to explain the goal of the teaching and learning process, “ after learn this text you are expected to be able to....”, to ask the questions about the material, “ do you want ask me question?” to check the students’ understanding, “you get it?”, to summarize and reflect the lessons, “ so far we learn about.....”, to review the upcoming materials, “ so next week we are going to continue our today’s lesson” to give feedback, and also to end the lesson “this is the end of our meeting today”. Generally, during Cycle I the use of classroom English was effective to improve the students’ confidence to speak English. Most of the students could respond those expressions well and correctly, but some of them still got confused and did not respond to the

teacher's greetings enthusiastically. The researcher sometimes translated the expression into Bahasa Indonesia.

2) Implementing discussion activities through many kinds of tasks

The implementation of discussion activities in Cycle I was conducted in three meetings. The materials were some dialogues of expressing stance and the topic was global warming. In the beginning of the teaching learning process, the researcher wanted the students to learn some language function of expressing stance in other they could deal with the discussion activities. The materials were downloaded from the internet, copied from New Interlanguage, and adapted from many resources. The discussion activities were implemented during the teaching and learning process with varieties of tasks. These activities involved students to work in groups and in pairs.

The description of this action for each meeting is presented below.

a. 1st Meeting

The first meeting was implemented on Wednesday February: 12:00 -13:30 pm 2012. The topic of the meeting was “Do you know how we can help stop global warming?”. In this meeting, the materials were language function of expressing stance. Here, the students were expected to be able to response and express their stance of something. The researcher began the class by greeting the students, and checking their attendance. All the students came to the class at that time. The researcher showed a picture of global warming. The students were still noisy, some students talked each other, then the researcher asked them some questions about the pictures. “*What does the poster tell you?*” Some students tried to answer the questions with instant coment, “*global warming miss*”. Then the researcher asked them again “*why is it important for us to stop global warming?*” Some of them were silent, and some of the students

who sat in front replied in Indonesian”, students in back row were silent. After that, in pairs the students had to learn some vocabularies about the given topic.

The discussion activities in this meeting were carried out through pair and group work that included instant comment and also unprepared discussion. Next, the researcher prepared a dialogue between mother and Nita, they talked about Energy Star sticker. In the dialogue, they used the expressions of stance. The students had to listen to the dialogue then discussed the expressions used in the conversation. After that, the students studied some expression of stance, asking for and giving for opinion. In this activity, the students could pronounce some words and practice the conversation. They could remember some of the expressions that they had already learned such as personally, I believe, my view of, and from my point of view. Meanwhile, the students were also given a chance to complete another incomplete dialogue with the expression that they learned. After that they acted it out with their partner.

The discussion activity in this meeting mostly done in pairs, they asked and answered some questions in the form of dialogue. They discussed and commented on the issues given. The next activity was students listened to a monologue. It was about global warming causes. The students in pairs discussed some questions related to the monologue. The students exchanged their point of view about the material given by using some expressions that they had already learned. The researcher monitored the class while they performed. Most of the students loved to say “*you know what I think (I think), I guess, in my opinion, I think*”. Those expressions were easy for them to say and to remember. After they performed, the researcher gave them feedback.

Below were two sample of global warming pictures as learning material.

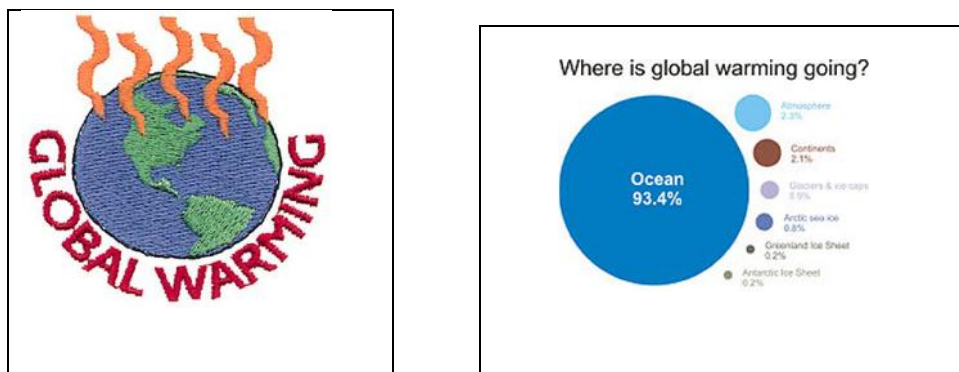


Figure 4.2: Global warming pictures as learning material

From this activity, most of the students were pay attention on the materials. They could practice the dialogues. Students also could pronounce some expressions such as “*in my opinion, I think*”. Those expressions were easy for them to remember. However, when the researcher asked them to give their opinion orally, they could speak simple expression not the complex one, they had to write down first before speaking the complex expression. In other word, they needed time to think. It can be seen from field note below:

After that the researcher came to a pair and asked some questions:

R : *Nur and Nani, do you understand the task?*

N & N : *yes Miss,*

R : *do you have difficulty in doing this task?*

N & N : *emm little Miss (smile)*

R : *what is that?*

N & N : *silent*

R : *apa kesulitanya?*

N & N : *enggak bisa langsung jawab pake bahasa Inggris, harus ditulis dulu Miss jawabanya.*

R : *Oh that's fine. But next activity you have to answer orally.*

N & N : *Oke Miss.*

The first meeting of the first cycle was properly done. The students looked comfortable during the lesson. The students could practice the dialogue given. One of the students said in the interview to the researcher.

Here was the whole field note of first meeting.

The first meeting was implemented on Wednesday February: 12:00 -13:30 pm 2012. The researcher entered the class at 12:00 pm along with the collaborator, the researcher first introduced herself and also the collaborator to the students, and then the researcher stated her main goal in teaching them, the students already knew because their English teacher told them before. After that the collaborator sat in the back to observe the teaching learning process. The researcher greeted the class *“good afternoon class, how are you doing?”* The class replied *“fine Miss, how about you?”* *“I am good thank you”*. Then the researcher asked *“are you ready to join today’s lesson with me?”*, and then students answered *“yes Miss”*. Then researcher asked again, *“who is missing class?”* The students said *“no one Miss”*. After that the researcher said *“ok should we start our lesson now?”* *“Yes miss”* students replied. The researcher started the lesson by displaying a poster of global warming as warm up. Then students in pair had to answer eight questions related to this. *“I have a poster here, what do you think about this poster class?”* Then the students replied *“global warming Miss”*. Then researcher replied *“Good students, now please work in pair answer eight questions related to the poster, I will give you ten minutes to go”*. Students replied *“yes Miss”*. After students did the first activity, then researcher again gave them a dialogue between mother and Nita, they talked about Energy Star sticker, but before that, the students had to learn some vocabularies related to the dialogue given. After that the students listened and studied some expressions of stance about the dialogue between mother and Nita, they talked about Energy Star sticker. *“Now class, please listen to the dialogue between mother and Nita, they are talking about Energy Star sticker, listen carefully to those expressions they use”*. Through this activity, students could pronounce the words properly. The students helped each other in doing the activities. The students also could use the expression of stance *“what is your opinion about, I think, in my opinion, from my point of view and so on.* Meanwhile, the students also were given a chance to complete another incomplete dialogue with the expression that they learned. After that they acted it out with their tablemate. So far from these activities, students were able to do the tasks properly, they got the instruction clearly, and it was because they work in pair so that they could help each other. *“So far, any problems class?”*, they were silent. Then researcher asked again *“any questions?”* they replied *“no Miss”*. *“So it means you understand our lesson right ok now we will continue to the next activity,”* they answered *“yes Miss”*. The discussion activity in this meeting mostly done in pairs, the next activity was ask and answer some questions in the form of dialogue. They discussed and commented on the issues given. From this activity, students could share their point of view according to the dialogue, the researcher came to the students who sat in the back to see and ask for help if needed. Through this activity, students could build their confidence to talk and to give their opinion. Even though they only gave such instant comments, however, they keep answered those questions. After that the researcher gave another activity, in this activity, the students listened to a monologue, it was about global warming causes. The students in pairs discussed some questions related to the monologue. The students exchanged their point of view about the material given by using some expressions that they already learned. The researcher monitored the class while they performed. After that the researcher came to a pair and asked some questions:

After that the researcher came to a pair and asked some questions:

R : *Nur and Nani, do you understand the task?*
 N & N : *yes Miss,*
 R : *do you have difficulty in doing this task?*
 N & N : *emm little Miss (smile)*
 R : *what is that?*
 N & N : *silent*
 R : *apa kesulitanya?*
 N & N : *enggak bisa langsung jawab pake bahasa Inggris, harus ditulis dulu Miss jawabanya.*
 R : *Oh that's fine. But next activity you have to answer orally.*
 N & N : *Oke Miss.*

After that the researcher gave another activity, in this activity, the students listened to a monologue, it was about global warming causes. The students in pairs discussed some questions related to the monologue. The students exchanged their point of view about the material given by using some expressions that they already learned. Most of the students loved to say "*in my opinion, I think*". Those expressions were easy for them to say and to remember. After they performed, the researcher gave feedback on them. The researcher took 15 minutes to comment or made evaluation, the researcher gave correction and comment to student's performance and pronunciation. The researcher ended the class at 13:30 pm.

2nd Meeting

The second meeting was implemented on Thursday 09.00-10.30, February 2012. The second meeting used the first lesson plan because the teacher had not finished the material of the first lesson plan yet. Here, the teacher reviewed a little about the previous material. The students said"..... "*it's global warming Miss*". "*And what else?*", *if one of your friends need your view on how to reduce global warming for example, how to do it?*" they replied "*express stance miss*". The researcher asked again "*please give me example*". One of the students replied "*I think we need to save energy Miss*". This indicated that they still remembered the previous material. In this meeting, the materials were still about expression of stance. In this activity, the students listened to Yuda and Eric's conversation. They talked about *the effect of unplugging all the electronic appliances that are not used*. The students, in pairs had to discuss five questions related to this.

The researcher planned to give as many as possible example of dialogues and monologues to be practiced by the students so that they would familiar with those expressions. In the next activity, the researcher asked the students to work in group. The group consisted of four students. Each group had to discuss six questions related to the monologue entitled “*Everybody Should Change Their Way of Life to Reduce Global Warming*”. The students had to list some opinions whether they pros or cons about the statements in groups. After that, they presented the result in front of their classmates. The students, who were pro had to stand up their point of view to the other groups, they did question and answer session in the problem- solving tasks. The researcher stood in the back to watch and listen when the students did the discussion. After they performed, the researcher gave feedback to them. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic.

Here was the whole field note of second meeting.

The second meeting was implemented on Thursday 09.00-10.30 am, February 2012. Researcher and collaborator came to the class at 09.00 am. The researcher greeted the students as usual *“good morning class”*. After the collaborator sat in the back, the researcher asked students’ condition *“how are you getting on class?”* they replied *“good Miss, how about you?”* *“I am fine too thank you”*. After that the researcher called the roll and no one of them was missing the class. And then the researcher asked the students’ readiness to join the today’s class *“are you ready to join our today’s lesson class?”* They replied *“yes Miss”*, from this fact, the students could understand the instructions well; however they could not answer with long responses. They still replied with the same short response such as *“yes”* like in 1st meeting. After that the researcher asked them about the previous material, *“Do you still remember the material in previous meeting?”*, two of them replied *“di pertemuan pertama ya Miss”*, *“yes what was it?”*, even though they replied in bahasa Indonesia, the researcher still continue used classroom English to make them familiar with the instructions. Four of them answered *“global warming Miss”*. *“And what else?”*, *if one of your friends need your view on how to reduce global warming for example, how to do it?”* they replied *“express stance miss*. The researcher asked again *“please give me example”*. One of the students replied *“I think we need to save energy Miss,”* *“Ok great, now we will continue to the next activity, please listen to Yuda and Eric’s conversation. They are talking about the effect of unplugging all the electronic appliances that are not used, again students in pairs have to discuss five questions related to this, understand class?”* The researcher planned to give as many as possible sample of dialogues and monologues to practice by the students so that they would familiar with those expressions. When the students practiced the dialogues, whenever students mispronounced some words, the researcher noted those, after they performed, the researcher gave feedback on them. After the students discussed the questions, the researcher pointed out some students to practice the dialogue.” *Now, I will point out some students to practice this dialogue, well, Nur would you please practice the dialogue with your partner, are you ready?”* She replied *“yes Miss (she moved to the class with her partner to practice dialogue)*

Nur : What are you doing Ric?

Nani : I’m unplugging all the electronic appliances that are not used.

Nur : But, what does that effect. Aren’t they off already?

Nani: Well, although they are on the off mode, they still consume energy when still plugged in.

Nur : Are you sure about that?

Nani : Yes, I just read an article from the internet stating that you can save more than 100 kg of carbon dioxide and \$150 annually, just by unplugging electronic appliances in your house.

Nur : I didn’t know about that. Do you think that the article is true?

Nani : Well, it’s true. I’ve proved it myself. Last month I told my family about it and we start to put it into practice. The result is that our electric bill is 10% lower. So, I think you should start unplugging unused electronic appliances

too.

Nur : *OK, I'll do that. Hey, I think not many people know about this information. Why don't we write this information in our school bulletin?*

Nani : *That's a good idea.*

Nur : *When should we start writing?*

Nani : *How about tomorrow after school.*

Nur : *That would be fine.*

Nani : *Oh, but we need to collect more information on it, so we need to go to the library and the internet.*

Nur: *Right. I think we should meet at the library during the break then.*

nani : *ok*

While students practiced the dialogue, the researcher paid attention on them. Some students mispronounced some words, those words were *plugged, library, information, during, appliances, proved, effect, consume, mode, and although*. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. In the next activity, the researcher asked the students to work in group. The group consisted of four students. Each group had to discuss six questions related to the monologue titled *everybody should change their way of life to reduce global warming*. The students in group had to list some opinions whether they pros or cons about the statements. After that they presented it in front of their classmate. The students that pro had to stand up their point of view to the con one. They questioned and answered to the problem- solving tasks. From this activity, the students seemed enthusiastic with the task. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. However the class became noisy in the last minute. Right after they performed, the researcher gave feedback on them and ended the class at 10:30 am.

a.3rd Meeting

The third meeting was implemented on Wednesday 12.00-13.30 February 30, 2012. In this meeting, the materials were still about expression of stance, the topic of the lesson was organic farming. The researcher asked the students "*Do you know what these pictures tell you? What does the poster tell you?*" the students replied the questions with instant comments "*mmm food miss*". Then, the researcher asked them to answer **yes / no** based on the pictures' questions. After that, the researcher asked the students to work in group of three; the researcher gave chances to the students to discuss the advantages of organic farming based on their knowledge.

Then, the researcher asked the students to listen to a dialogue between Andi and Ayu on the Pesticide Use Management and then the students had to answer some questions related to this. After students did the activity, the researcher continued asking the students to listen to the dialogue once more then the students had to complete the missing information based on the dialogue in pairs. So far the students were eager to join the activity; they asked and answered some questions too.

The researcher continued the activity by asking the students to study some expressions of stance in the dialogue between Andi and Ayu. After that, the students had to write down the expressions of stance that they heard. In this activity, students listened to the dialogue and wrote down the expressions of stance they had already heard. Then, the researcher asked the students to study a dialogue between Virga and Denias. They talked about the importance of non-pesticide management. In the last activity, the researcher asked the students in pair to create short dialogues based on the situation given. The students created the dialogue. When the students were doing the activity, the researcher monitored them. She came to the students' chair to know whether they did the activity well or not. The researcher found that most of the students understood the activity and all of them actively participated in their own groups.

Here was the whole field note of third meeting.

<p>The third meeting was implemented on Wednesday 12.00-13.30 February 30, 2012. The researcher together with the collaborator entered the classroom at 12.00 p.m. the researcher greeted the students as usual. After that, the researcher gave the chance for the collaborator to take her place first, and then the researcher asked the students' condition and students' readiness. After that, the researcher called the roll. Then the researcher began the lesson by asking the previous material "<i>do you still remember our previous material class?</i>" the students replied "<i>yes miss</i>" then the researcher asked again "<i>any homework?</i>" the students replied "<i>we have a task Miss, masih ada yang belum maju kemarin Miss</i>" "<i>ok then we will continue the task, who will go first?</i>" the students were</p>
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silent, *“c’mon who will present the task first?”* a student replied *“di panggil saja Miss gak ada yang mau maju duluan”* *“ok I will call you one by one”*. After that the students presented their task continuously. The researcher came to the student’s chair and asked questions. *“Why don’t you want to present your task in front of your classmate?”* the student replied *“malu Miss, takut salah terus diketawain Miss”*. Then the researcher encouraged her *“you have to be brave, you can do it. Lain kali tidak boleh begitu ya, kamu sudah melakukan yang terbaik tadi. Kamu seharusnya bangga menjadi orang yang pertama yang berani kasih pendapat didepan teman teman mu”*. She replied *“yes miss, lain kali saya akan mencoba”*. From this statement the researcher concluded that the students did not want to present their task voluntarily because they were afraid and shy if they did some mistakes and their classmate laughed at them. After that the researcher continued the activity, *“now class we will move to the next activity, any questions so far?”* then some of them answered *“no miss”* *“do you understand the material?”* *“yes miss”*. *“Ok if you have anything to ask please feel free to call me”* *“yes miss”*. The researcher continued the activity by asking the students *“Do you know what these pictures tell you? What does the poster tell you?”*, the students replied the questions with instant comments *“mmm food miss”*. Okay then the researcher asked them to answer **yes / no** based on the to the pictures’ questions. After that, the researcher asked the students to work in group of three; the researcher gave the chance to the students to discuss the advantages of organic farming based on their knowledge. *“Attention class, please discuss what do you know about organic farming based on your own knowledge”* then students discussed it. Again, the researcher asked the students to listen to a dialogue between Andi and Ayu on the Pesticide Use Management and then the students have to answer some questions related to this. The students listened to this and answered those questions. After students did the activity, the researcher continued asking the students to listen to the dialogue once more then the students have to complete the missing information based on the dialogue with their classmate. In this activity, the students in pair were listening to the dialogue again and completed the information that they needed. So far the students were eager to join the activity; they asked and answered some questions too. Before jumped to the next activity, the researcher gave a question to the students, *“do you have anything to ask?”* they replied *“no miss”*. The researcher continued the activity by asking the students to study some expressions of stance in the dialogue between Andi and Ayu. The students studied the dialogue, after that the researcher asked the students in pair to listen to a dialogue *“pesticide use management”*. After that, the students have to write down the expressions of stance that they hear. In this activity, students listened to the dialogue and wrote down the expressions of stance they already heard. Then the researcher asked the students to study dialogue between Virga and Denias. They talked about the importance of non-pesticide

management. After that, the students had to answer the questions and then the students had to act it out with their classmate. In this activity, the students studied the dialogue, then they answered the questions, after that they acted it out with their tablemate. When the students were doing the activity, the researcher monitored them. She came to the students' chair to know whether they did the activity well or not. The researcher found that most of the students understood the activity and all of them actively participated in their own groups. After that the researcher asked the students to listen and repeat some words related to the materials. Then the students listened and repeated some words. In the last activity, the researcher asked the students in pair to create short dialogues based on the situation given. The students created the dialogue. While some students in front did the task, the students in the back were noisy, then the researcher gave instruction to them *"keep silent please, some of your friends are doing the task you have to respect each other, ok!"* Then after a while students looked calm. They got the instruction. When the students did the tasks, some of them mispronounced some words, after they did the performances; the researcher gave positive comments and also correct their pronunciation. At the end of the lesson, the researcher concluded the materials. *"Ok class we have already learnt about expression of stance, we need to use expression of stance if we want to give our point of view about something, we can use the expressions of stance in formal and informal situations. In formal situation we can use Personally, I believeMy view of.... is.....From my point of view,I think....In informal situation: If you ask me,You know what I think? (I think) .I guess and so on. Because the time is up, I will end the class. Thank you for your participation, See you in the next meeting"*.

3) Giving feedback on students' pronunciation

The researcher gave feedback of the students' performances right after they performed. In every meeting, the researcher corrected the students' pronunciation in other to make them aware on the same mistakes in the next meeting. The students were very excited to know the correct one.

4) Using maximal media in English teaching and learning process

Some media used in some meetings were a laptop, an LCD, pictures, videos, audios, and students' sheets. They were used to support the teaching learning process. By using media in the teaching and learning process, it could help the researcher to adjust the activities in

interesting condition. The use of slide show could help the researcher's instruction clearly. The students could directly look at the materials in power point. By using pictures, audios, and videos, it could help the students' attention and interest. Those provided verbal and non verbal materials and also real tasks, not only *LKS* so the students got involved actively in the activities.

C. Summary of Cycle I

The implementation of the actions in Cycle I could be summarized as follows.

1. The classroom English was implemented in every meeting during cycle I to make the students more familiar with the English words.
2. The researcher sometimes used some Indonesian to mix the instructions when the students got confused. It could help the students understand the explanation when the teacher spoke English often.
3. The discussion activities were implemented through many kinds of tasks during three meetings by dividing the students into group and pair work.
4. The researcher always gave feedback on the students' pronunciation after they performed the activities. It was useful for them to know the correct pronunciation of certain words.
5. Using the teaching media.

The used of pictures, students' worksheet paper, laptop, and audios in the teaching learning process in Cycle I could help students to understand more about the materials because they could see the real objects. The students were eager to see the media used in this action. It seemed that the students enjoyed the English teaching learning process. The students were passionate when the teacher taught using laptop and LCD, and presented the materials using power points. It also gave the teacher a new knowledge and experience. The implementation of the actions in Cycle I could be seen in below.

Table 4.4
Summary of the action implementation in Cycle I

Components	Descriptions
Classroom English	Classroom English was implemented in several functions, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. Here, the researcher who acted as the teacher used Indonesian translation to facilitate the students who got difficulty in understanding the explanation when the teacher spoke English all the time.
Discussion activities	The discussion activities were implemented in three meetings during Cycle I. The activities were implemented in group work and pair work.
Group work	Group work was implemented in the second and third meetings. When the students were working in their groups, there were some of them who did not actively participated in their groups.
Pair work	Pair work was implemented in the first meeting. Most of the students were actively participated in their pairs, though there were some groups of the students who worked together.
Feedback	The researcher always gave feedback on the students' pronunciation in every meeting. It was useful for the students to know the correct pronunciation of certain words.
Media	The kinds of media used during the implementation were a laptop, pictures, audios, and students' sheets.

All actions that had been implemented in cycle I showed improvement toward some factors that support the ability of the students in learning speaking. However, there were still some conditions that needed to be improved in the second cycle.

a. Reflection of Cycle I

In order to evaluate the action, the researcher and the collaborator did some reflection after the action done. In this point, everyone could express their ideas, opinions, and feelings toward the action. The researcher and the collaborator discussed some aspects based on the observation's checklist in the teaching and learning process, the students' opinion, and the collaborator's opinions as well. The researcher needed to accomplish the democratic and

dialogic validity, so the researcher documented those opinions. The results of the reflection of the actions that had been implemented in cycle I were as follow.

1) Using classroom English during the teaching and learning process

The classroom English was implemented in every meeting during cycle I such as to open the lesson and to greet the students, “*good morning*”, to ask the students’ condition, “*how everything goes?*” to call the roll, “*who is missing the class?*” to outline the materials, “*today we are going to learn about...*”, to explain the goal of the teaching and learning process, “*after learn this text you are expected to be able to....*”, to ask questions about the material, “*do you want ask me question?*” to check the students’ understanding, “*you get it?*”, to summarize and reflect the lessons, “*so far we learn about.....*”, to review the upcoming materials, “*so next week we are going to continue our today’s lesson*” to give feedback, and also to end the lesson “*this is the end of our meeting today*”. Generally, during Cycle I the use of classroom English was effective to improve the students’ confidence to speak English. Most of the students could respond those expressions well and correctly, it could be seen in the extract below:

.....the students in the back were noisy, then the researcher gave instruction to them “*keep silent please; some of your friends are doing the task you have to respect each other, ok!*” Then after a while students looked calm. They got the instruction. (Field note 5).

However, there were some students who got confused in responding to the researcher’s instruction in English, they replied using Indonesian. The description of the situation in the classroom can be seen from the following extract.

..... “Any homework?” the students replied “we have a task Miss, masih ada yang belum maju kemarin Miss” “ok then we will continue the task, who will go first?” the students were silent, “c’mon who will present the task first?” a student replied “di panggil saja Miss gak ada yang mau maju duluan” “ok I will call you one by one”. After that the students presented their task continuously. The researcher came to the student’s chair and asked questions. “Why don’t you want to present your task in front of your classmate?” the student replied “malu Miss, takut salah terus diketawain Miss”. Then the researcher encouraged her “you have to be brave, you can do it. Lain kali tidak boleh begitu ya, kamu sudah melakukan yang terbaik tadi. Kamu seharusnya bangga menjadi orang yang pertama yang berani kasih pendapat didepan teman teman mu”. She replied “yes miss, lain kali saya akan mencoba”. (Field note 5).

Meanwhile in the second meeting, there were students who replied in Indonesian, it could be seen in the extract below.

After that the researcher asked them about the previous material, “Do you still remember the material in previous meeting?”, two of them replied “di pertemuan pertama ya Miss”, “Yes what was it?”, even though they replied in bahasa Indonesia, the researcher still continue used classroom English to make them familiar with the instructions. Four of them answered “global warming Miss”. “And what else?”, if one of your friends need your view on how to reduce global warming for example, how to do it?” they replied “express stance miss. The researcher asked again “Please give me example”. One of the students replied “I think we need to save energy Miss,” “Ok great, now we will continue to the next activity, please listen to Yuda and Eric’s conversation. They are talking about the effect of unplugging all the electronic appliances that are not used, again students in pairs have to discuss five questions related to this, understand class?” (Field note 4).

From those field notes, it can be concluded that some of the students were familiar with the classroom English words and some of them were confused on how to response in English. Meanwhile, from the students’ point of view, some students stated that they understood when the researcher used classroom. It could be inferred from the extract below.

R : *Bagaimana dengan cara penyampaian atau instruksi yang saya lakukan tadi? kalian paham atau bagaimana?*(Did you understand the researcher's instructions in delivering the materials?)

S1, S2 : *Paham Miss, jelas kok Miss*,(Yes I understood, it was clear)

S3, S4 : *Kita juga paham Miss*.(We did)

(Interview transcript 6)

Besides, another student stated the same opinion. It could be inferred from the extract below.

R: *Waktu Miss memberi instruksi dalam bahasa inggris, mengerti gak dek?*
(Did you understand when the researcher using classroom English in the class?)

S: *Ya lumayan paham miss*. (I little bit understood miss)

R: *Kalau pas miss ngajar menggunakan bahasa inggris terus paham gak dek?* (Did you understand when the researcher taught using classroom English?)

S: *Paham miss*(Yes I did)

R: *Terus kalau miss bertanya pakai bahasa inggris bisa jawab dek?*(Then, did you answer when the researcher asked you some questions using English?)

S: *Bisa miss*(Yes I did)

(Interview transcript 17)

On the other hand, the collaborator's opinion on the implementation of classroom English during the first cycle could be seen in the extract below.

....R: *Trus masalah penggunaan classroom English nih selama ini apakah effective menurut anda?*(What do you think about the use of classroom English, was it effective or not?)

C: *Sejauh yang saya amati lumayan efektif ya, mereka terlihat mengikuti instruksi dengan baik, walaupun tidak sebagian siswa benar benar paham yah, mereka cukup familiar seperti penggunaan greeting, mereka bisa respon walaupun dengan jawab "yes miss".* (As far as I observed it was quite effective, the students followed the instructions well, even though not all the students could understand well, they were familiar with the use of greeting in English classroom, they could respond even said "yes miss").

(Interview transcript 18)

Meanwhile, from the students' point of view, some students confirmed that they understood when the researcher spoke in English. Meanwhile, the collaborator also stated the

same opinion. In line to the statement above, Burder and Bryd (1999) states that classroom management refers to actions and strategies teachers use to maintain order in the classroom. Language learning can be promoted by using the language being learned to manage the classroom. English has to be used to begin and end lessons, organize activities and solve problems arising. It is, therefore, important to provide learners as soon as possible with the language needed for routine classroom affairs in order to establish the foreign language as the medium for organizing activities.

2) Implementing discussion activities through many kinds of tasks

Fauziati (2002: 6) describes technique is classroom practice done by the teacher when presenting a language program, this is the way the classroom activities are integrated into lessons and used as the basis for teaching learning. The implementation of discussion activities through many kinds of tasks was generally successful in improving the students' speaking ability and involvement. Nio (1980:4) states that discussion is a process of involving two or more individuals to interact orally and face to face about identified purposes through sharing ideas, and information to solve problem.

In discussion, students were given the opportunity to interact with everybody else in the class in the context of pairs/small groups on a number of occasions. The staging of activities and the variation of individuals in each group was manipulated by the teacher, so that students were made familiar with a variety of paces/levels of working (which were dictated by the relative linguistic and communicative abilities of the students involved). (Harmer, 2001:91). Almost certainly, however there will be feedback, including study after the discussion is over. (Harmer, 2001:91).

Most of them were actively engaged in the activities. Below was the reflection of the implementation of the discussion activities for each meeting.

1st meeting

For the first meeting, the discussion activity was successful enough in improving the students' involvement and speaking ability. The students spoke in front of their classmates, especially when they were asked to give personal information or opinions. Most of the students did the activities well. The instructions of the researcher were clear enough for them. It could be seen from the students' ability in doing the tasks. The students could understand the instruction clearly. When the students were asked to discuss the picture in group and in pairs, most of them could understand. It could be seen from the description below.

The students also could use the expression of stance "*What is your opinion about, I think, in my opinion, from my point of view and so on.*" Meanwhile, the students also were given a chance to complete another incomplete dialogue with the expression that they learned. After that they acted it out with their tablemate. So far from these activities, students were able to do the tasks properly, they got the instruction clearly, and it was because they work in pair so that they could help each other. Field note 3.

Besides, the students had self confidence to talk and to give opinion even though they only gave instant comments. It could be seen below.

The discussion activity in this meeting mostly done in pairs, the next activity was ask and answer some questions in the form of dialogue. They discussed and commented on the issues given. From this activity, students could share their point of view according to the dialogue, the researcher came to the students who sat in the back to see and ask for help if needed. Through this activity, students could build their confidence to talk and to give their opinion. Even though they only gave such instant comments, however, they keep answered those questions. After that the researcher gave another activity, in this activity, the students listened to a monologue, it was about global warming causes. The students in pairs discussed some questions related to the monologue. The students exchanged their point of view about the material given by using some expressions that they already learned. Field note 3.

Those statements were related to the students' point of view below.

R : *Kan tadi Miss sudah ngajar nih, apa pendapat kalian tentang pelajaran hari ini?*(What do you think about today's lesson?)
 S1, S2, S3,S4: *eemm, lumayan asik sih Miss hehe*, (Emm, it was cool miss, hehe)
 R : *Asik gimana maksudnya?berarti kalian suka pertemuan kali ini kan?*(Was it cool? So you enjoyed this meeting right?)
 S1, S2 : *Ya asik Miss karena tadi ada kerja berpasangan, kita berdua kan tadi kerja bareng Miss*. (Yes because there was work in pairs, both of us worked together).
 S3, S4 : *Kita tadi disuruh bertukar pendapat gitu, sesuatu yang baru Miss*.(We had to exchange opinions, something new).

However, in doing the tasks students sometimes had some difficulties, they could not state their opinion spontaneously but they wrote some notes before they spoke. It could be seen in the extract below.

After that the researcher came to a pair and asked some questions:
 R : *Nur and Nani, do you understand the task?*
 N & N : *Yes Miss*,
 R : *Do you have difficulty in doing this task?*
 N & N : *Emm little Miss (smile)*
 R : *What is that?*
 N & N : *Silent*
 R : *Apa kesulitannya?*
 N & N : *Eenggak bisa langsung jawab pake bahasa Inggris, harus ditulis dulu Miss jawabanya.*
 R : *Oh that's fine. But next activity you have to answer orally.*
 N & N : *Oke Miss.*

Field note 3

It was supported by one of some other students' opinions in the interview transcript below.

R : *Oh begitu, terus bagaimana menurut kalian dengan aktifitas tadi?ada diskusi juga tadi.*(Oh I see, how about the activities, there was also discussion session right?)
 S1, S2 : *Saya paham tadi tentang global warming, iya kan teman teman*(I understood, it was about global warming guys right?)
 S3, S4 : *Iya tentang cara mengatasi global warming*,(Yeah, it was about how to reduce global warming effects).
 R : *Terus ada kesulitan gak tadi pas mengikuti mata pelajaran dengan saya?*(Did you get difficulties in joining the leasson with me?)
 S1 : *Iya ada, pas kasih pendapat secara langsung, kan kita gak bisa Miss hehe, harus nulis dibuku dulu, harus mikir dulu Miss*. (Yes I did, when I had to give opinions orally, I could not say it directly; I had to think and write down first).
 S2, S3 : *Kita tidak bisa mengingat expressions yang banyak Miss, Cuma bisa in my opinion, I think* (We could not remember many expressions, only in my opinion, I think).
 S4 : *Iya Miss, in my opinion, I think itu gampang diingat Miss. (senyum)*(Yes miss,

those expressions were easy to say and to remember, smiled).

Interview transcript 6

- N : *Belajar ekpresi menanyakan pendapat, memberikan pendapat miss.* (We learnt some expressions about how to ask and to give some stances,)
 R : *Tadi ada kesulitan tidak pas mengerjakan tasks nya?*(Did you get difficulties in doing the tasks?)
 N : *Lumayan Miss, belum bisa memberikan pendapat secara langsung.* (Yeah I did little miss, I could not give opinions orally).
 R : *Tadi kan ada diskusi juga. Bagaimana menurutmu?*(How about the discussion session?)
 N : *Selama ini kita jarang melakukan diskusi miss, jadi diskusi itu agak sulit buat saya.* (We rarely did such discussion activity miss, so it was quite difficult for me).
 R : *Dimana tingkat kesulitannya dek?*(In what part this activity was difficult?)
 N : *Ya seperti menanyakan pendapat, memberikan pendapat itu harus mikir dulu Miss, belum bisa secara langsung melakukannya.*(Yeah like in asking and giving opinion, I could not do it directly, I had to think it first).

Interview transcript 8

Besides the collaborator also stated that the discussion activity in the first meeting was effective enough but there were only some students who actively engaged in the questions and answers activity.

- R : *Bagaimana pendapat anda tentang action yang telah saya lakukan tadi?*(What do you think about the action that I have done?)
 C : *Sejauh yang saya lihat lumayan membantu siswa, mereka memahami apa yang anda katakan, terbukti dengan adanya minat siswa melakukan tugasnya dan menyelesaikan dengan baik.*(As far as I see, the action was quite help the students understand the instructions, it could be seen through the students' interest in doing the task, they finished those well).
 R : *Bagaimana dengan instruksi yang saya beri? menurut anda efektif atau tidak?*(How about the instructions? Was it effective or not?)
 C : *Sejauh yang saya amati, para siswa bisa menangkap apa yang anda suruh, tetapi mungkin jangan terlalu banyak menggunakan bahasa inggris dulu, coba mix dengan bahasa Indonesia, karena baru pertemuan awal begitu.*(As far as I observe, the students could understand the instructions well, however, do not use English all the time, try to mix with Indonesian, because it was the first meeting).
 R : *Oh terimakasih atas sarannya, terus bagaimana dengan aktifitas yang saya berikan tadi? Menurut anda sudah sesuai belum dengan level mereka?*(Oh thanks for the suggestions, and how about the activity that I have implemented? do you think it was appropriate with the students' level?).
 C : *Menurut saya sudah cukup sesuai dengan level mereka. Tingkat kesulitannya*

	<i>tidak begitu tinggi, mereka dapat memahami materinya. Akan tetapi, jangan terlalu banyak diberi aktifitas dulu sebelum mereka benar benar paham aktifitas sebelumnya.</i> (I think it was appropriate with the students' level, the level of difficulty was not high, they could understand the materials, however, do not give too much activities, let them understand and master the previous activities first).
R	: Oh thanks <i>sarannya, terus bagaimana dengan siswanya sendiri? Apakah menurut anda mereka cukup aktif di kelas atau sebaliknya selama saya melakukan tindakan?</i> (Oh okay, thanks for the suggestions, how about the students activeness, do you think that they already active enough when the researcher delivered the materials?)
C	: <i>Menurut saya mereka lumayan aktif untuk pertemuan pertama ini, ini karena mereka bekerja berpasangan jadi mereka bisa berinteraksi dengan temannya untuk menukar pendapat.</i> (I think that they were active enough for the first meeting, it was because they worked with pairs so they could interact with their friends to exchange their opinions).
R	: <i>Terus ada saran untuk action berikutnya?</i> (Then any suggestions for the next meeting?)
C	: <i>Mungkin jangan terlalu focus dengan siswa yang duduk didepan saja, yang duduk dibelakang juga harus lebih diperhatikan karena menurut saya mereka sedikit ramai suka mengganggu temannya yang lain tadi.</i> (Do not only pay attention on students in front row, the students in the back row need to give attention too, they sometimes disturbed their friends and made noisy).
R	: Oh okay, thanks <i>sarannya, saya akan coba lebih memperhatikanya.</i> (Okay, thanks for the suggestions, i will try to pay more attention on them).
C	: Goodluck yah

2nd meeting

For the second meeting, the discussion activity was successful in improving the students' involvement and speaking ability. In this meeting, all students were actively engaged in the activity. It was because they all worked in group, so each of them had different responsibility. They did what the researcher asked. It could be seen in the extract below.

. In the next activity, the researcher asked the students to work in group. The group consisted of four students. Each group had to discuss six questions related to the monologue titled *everybody should change their way of life to reduce global warming*. The students in group had to list some opinions whether they pros or cons about the statements. After that they presented it in front of their classmate. The students that pro had to stand up their point of view to the con one. They questioned and answered to the problem- solving tasks. From this activity, the students seemed enthusiastic with the task. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got

responsibility to complete their own topic. Field note 4

The students also stated the same opinions that the discussion activity was successful in improving their involvement and their speaking ability it could be seen through the extract below.

D: *Senang Miss, perubahan apa maksudnya miss?* (I enjoyed, what do you mean by change?)
 R: *Kira kira ada peningkatan tidak speaking mu?* (Did you get improve with your speaking skills?)
 D: *Saya sering kasih pendapat kok pas lagi diskusi dikelompok saya Miss.* (I did give my opinion when we discussed).
 R: *Bagus itu, berarti kamu sudah berani berpendapat. Otomatis nanti speaking skill mu akan meningkat terus kalau kamu mau berlatih terus.*(Great, It means that you already had courage to speak up, your speaking skill will improve as long as you keep practice it).
 D: *Mudah mudahan ya Miss.* (Yeah, hopefully).
 R: *Terus bagaimana dengan tingkat kepercayaan dirimu?kalau disuruh mengungkapkan pendapat didepan teman kelasmu apa kamu berani?*(And how about your confidence? Did you confidence enough to speak up your opinion in front of your classmates?)
 D: *Kalau pas kerja kelompok saya berani miss, tapi didepan teman teman saya masih suka gugup Miss,* (I had confidence when I worked in group, I little bit got nervous in front of my mates).
 R: *Berarti kamu cuma butuh latihan lagi.perbanyak latihan ya, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?*(It means that you need practice more and more, is there any difficulties you find in the previous meeting?).

Interview transcript 9

However, in this meeting, there were some problems occurred, there were students mispronounced some words; their vocabulary was limited, and their fluency. It could be seen through the extract below.

While students practiced the dialogue, the researcher paid attention on them. Some students mispronounced some words, those words were *plugged, library, information, during, appliances, proved, effect, consume, mode, and although*. After they performed, the researcher gave correct pronunciation of those words. The students' fluency was also the matter, some of them were still hesitant in practicing the dialogue, and their vocabulary was limited. Field note 4

It was also supported by the students, the students stated the same opinion with the researcher, it could be seen in the extract below.

R: *Oh ya? Ada kesulitan gak selama ini?* (Oh ya, is there any difficulties you find so far?)

D: *Sedikit miss, seperti salah ucap kata, banyak kata kata baru yang belum dimengerti. tapi karena ada kerja kelompok jadi kita saling membantu miss.* (Little miss, I mispronounced some words, some new vocabularies that I did not understand, but when I worked in group, my friends helped me a lot).

Interview transcript 9

Meanwhile, the collaborator said that the activity in this second meeting was successful in improving the students' involvement. The students were more occupied in the task. However the students' fluency was still the matter. It could be seen through the collaborator's opinion below.

R : *Bagaimana menurutmu pertemuan tadi?*(What do you think about today's meeting?)

C : *Yang jelas ada improvement dari yang kemarin. Saya amati mereka lebih aktif dipertemuan ini dari yang kemarin. (I think for sure this meeting was better than the previous one, I observed that they were active enough in this meeting better than the previous one, there was a pretty good improvement).*

R : *Terus untuk siswa yang duduk dibelakang gimana menurutmu?apa mereka masih saja mengganggu temannya?* (How about the students in the back row? Did they still disturb their friends?).

C : *Menurut saya sudah agak berkurang semenjak diperhatikan terus.* (I think that they somewhat reduced their habit as long as you noted them).

R : *Berarti usaha yang saya lakukan sedikit membuat perubahan pada perilaku mereka?*

C : *Saya rasa begitu.*(It means that a little effort I've done changed their behavior?)

R : *Terus bagaimana dengan materinya? Saya memang berencana untuk memperbanyak dialog dan monolog agar supaya mereka bisa mahir mempraktekannya.* (And how about the materials? I planned to give as much as possible dialogues and monologues so that they could practice English more).

C : *Menurut saya itu usaha yang cukup baik ya, mereka memang harus familiar dengan banyak percakapan seperti itu, supaya nanti mereka bisa terbiasa untuk berbicara menggunakan bahasa inggris.* (I think that was a good effort, they had to be familiar with those conversations so that they could practice more in English).

R : *Menurutmu kemauan untuk berbicara para siswa ada perubahan tidak selama dua meeting ini?* (Do you think that the students' willingness to speak up gets improve during these two meetings?)

C : *Sejauh yang saya lihat, walaupun belum sepenuhnya mahir tetapi ada peningkatan sedikit, mereka sudah bisa bertukar pendapat dengan teman sebangkunya.* (As far as I can see, even though they were not fully skillful yet, however, there was a little bit improvement, they could exchange their opinion with their table mates).

R : *Oh iya untuk meeting selanjutnya saya berniat untuk tetap menyuruh mereka bekerja berpasangan dan berkelompok, supaya mereka bisa saling membantu satu sama lain. Dan tasknya juga saya fariasikan. Bagaimana menurutmu?* (Oh yea for the next meeting, I have planned to keep asking the students to work in pair and in group so that they can help each other).

C	: Menurut saya itu usaha yang bagus. Silakan dicoba dulu.(That sounds good, please try)
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3rd meeting

The activity in the third meeting was the same in previous one. The activity in this meeting was successful in improving the students' speaking ability and their involvement in the teaching and learning process. It could be seen in the extract below.

<p>When the students were doing the activity, the researcher monitored them. She came to the students' chair to know whether they did the activity well or not. The researcher found that most of the students understood the activity and all of them actively participated in their own groups.</p> <p>Field note 6</p>

In addition, some students liked the activity more. The students liked to work in groups so that they could collaborate well. It could be seen in the extract below.

<p>R: <i>Hai Dek, bagaimana pendapatmu tentang aktivitas yang selama ini miss terapkan?</i>(Hi, what do you think about the activities that I've implemented so far?) S: <i>Seru Miss</i>(It was fun) R: <i>Menyenangkan gak?</i>(Was it fun?) S: <i>Hehe,iya Miss</i>(Yes it was) R: <i>Lebih senang kerja kelompok atau berpasangan dek?</i>(What do you like the most, worked in pair or in group?) S: <i>Seneng yang kelompok Miss</i>(I liked to work in group). R: <i>Kenapa?</i>(why?) S: <i>Karena ada banyak teman untuk bertukar pikiran dan pendapat Miss</i> (Because I have many friends to share with) R: <i>Trus ada kesulitan nggak selama ini?</i>(Is there any difficulties that you face so far?) S: <i>Sedikit miss, tapi bisa diatasi</i> (senyum)(There is a little miss, but I can overcome it).</p>
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Interview transcript 13

In addition, the collaborator said that the students were more active in their groups. The students' vocabulary was improved as well. However there were still problems in students' fluency. It could be seen in the extract below.

R: *Bagaimana pendapatnya tentang aktivitas tadi?*(What do you think about the activity?)

C: *Lumayan membantu siswa untuk lebih aktif lagi. Mereka terlihat aktif dikelompoknya masing masing. Walaupun agak belum lancar, tapi pronunciation mereka sudah lumayan baik, selain itu vocabulary juga sudah meningkat.*

R: *Berarti mereka tadi terlihat aktif gitu ya dikelompoknya? Trus menurut anda mereka lebih aktif ketika bekerja berpasangan atau kelompok sebenarnya?*

C: *Menurut saya mereka lebih suka berkelompok ya karena mungkin lebih banyak temannya jadi saling membantu gitu walaupun sedikit agak ramai mereka.*

R: *Iya saya juga melihat begitu, tapi walaupun terlihat agak ramai mereka masih bisa focus dengan topic mereka masing masing, bagaimana menurutmu?*

C: *Iya terlihat begitu.*

Interview transcript 17

3. Giving feedback on the students' pronunciation

The feedback always gave after the students completed their tasks. In giving the feedback the researcher only pointed out some general mistakes that all of the students did without pointed it one by one of student's single mistake. The researcher gave feedback of the students' performances right after they performed. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting (Harmer, 2001a).

On the other hand, Riddell (2003) proposes the teacher is required to be able to give positive feedback and reinforcement in the form of spoken and written feedbacks, signs, or rewards to successful students,

In every meeting, the researcher corrected the students' pronunciation in other to not to create the same mistakes in the next meeting. It could be seen in the extracts below.

The students exchanged their point of view about the material given by using some expressions that they already learned. Most of the students loved to say "*in my opinion, I think*". Those expressions were easy for them to say and to remember. After they performed, the researcher gave feedback on them. The researcher took 15 minutes to comment or made evaluation, the researcher gave correction and comment to student's performance and pronunciation. The researcher ended the class at 13:30 pm. Field note 3

Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words. The students were very excited to know the correct one. It could be seen from the extract below.

R: *Di pertemuan pertama dan kedua banyak dialogue dan monolog kan, bagaimana menurutmu?*
 D: *Bagus miss, kita jadi sering melakukan conversation gitu Miss, melatih kita cara berucap dalam bahasa inggris, tapi saya sering salah ucap beberapa kata Miss, tapi setelah dikasih tau sama miss jadi tau pengucapan yang benarnya.*
 R: *Berarti kalau dikasih tau cara pengucapannya senang ya dek? Terus sejauh ini ada perubahan gak dek?*
 D: *Senang Miss, perubahan apa maksudnya miss?*
 R: *Kira kira ada peningkatan tidak speaking mu?*
 D: *Saya sering kasih pendapat kok pas lagi diskusi dikelompok saya Miss.*
 Interview transcript 9

4. Using the teaching media.

The students were eager to see the media used in this action. It seemed that the students enjoyed the English teaching learning process. The students were passionate when the teacher taught using laptop and LCD, and presented the materials using power points. It also gave the teacher a new knowledge and experience. Using media in the teaching and learning process could draw the students' attention and interest. Being interested with the media, the students will get involved actively in the activities. Besides, the use of media could help them understand the materials and memorizes English words or sentences.

The kinds of media used during the implementation were a laptop, an LCD, some pictures, and students' worksheets. The first one, a laptop, was used to show the power point

presented by the researcher, and also used as the supplementary materials except course book. The second one, an LCD, was used to put or display power point or materials from the laptop to the bigger display, so all of the students could see it. The third was picture for giving the real object to the students about the material that they learnt. The last were students' worksheets, it was used for the students to write down their activity in doing the task. All actions that had been implemented in the first cycle showed improvement toward some factors that support the ability of the students in learning speaking.

However, there were still some conditions that need to be improved in the second cycle. There were some corrections needed in some points, such as vocabulary, fluency, and pronunciation masteries. Some students still seemed to have difficulties on these points. The material used in teaching English should be suitable with student's need (Brown, 2001: 136). Language teachers may use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity (Harmer, 2001: 134). There are some similar perceptions about media. Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention, and the students' interest to build the teaching learning process. The use of videotapes has been a common feature in language teaching for many years. To some people videotape is merely a glorified version of audiotape, and the use of video in class is just listening with some pictures. The main advantage of video is the students not only just hear language, but they see it too. Teachers have always used pictures or graphics to facilitate learning. Picture can be in the form of flashcards, large wall pictures, photographs, illustrations, projected slides, and projector computer images.

b. Summary of reflection of the action implementation in Cycle I

The discussion activities during Cycle I were implemented through many kinds of tasks which required the students to work in groups and in pairs. Besides implementing discussion activities to improve the students' speaking ability, the researcher used some accompanying actions such as using classroom English, giving feedback on the students' pronunciation, using teaching media, and giving rewards. In summary, the reflection of the implementation of those actions could be seen in Table 5.

Table 4.5
Result of the reflection of Cycle I

Components	Result in the Reflection	Conclusion of the Action	Recommendation for Cycle II
Classroom English	Classroom English was successful in improving the students' speaking ability and make them more familiar with the English words.	The classroom English would be sustained to be used in Cycle II with improvement.	There should be no Indonesian translation, but the researcher should use some paraphrases or synonyms that could make the students understand the classroom English easier.
discussion activities through many kinds of tasks	The implementation of discussion activities through many kinds of tasks was generally successful in improving the students' speaking ability and involvement. Most of them had actively engaged in the activities.	Some tasks would be sustained to be used in Cycle II with accompanying tasks/activities.	Because the materials in cycle II were hortatory exposition text, there should be varieties of tasks/activities to make the students' vocabulary and grammar mastery more developed.
Group work (Continued)	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. However, there were some students who did not actively participated in their groups.	The implementation of group work would be sustained to be used in Cycle II with improvement.	The researcher had to give every student a different responsibility to complete the task, so that the students would be actively participated in their groups.
Pair work	The implementation of pair	The implementation of	-

	work in Cycle I was successful in improving the students' involvement in the teaching and learning process. Most of them were actively participated in their pairs.	pair work would be sustained to be used in Cycle II.	
Feedback (Continued)	The implementation of the researcher's feedback on the students' pronunciation was effective in improving the students' speaking ability and they were very enthusiastic to know the correct pronunciation of some English words.	The implementation of feedback would be sustained to be used in Cycle II.	
Using the teaching media (Continued)	The implementation of teaching media could draw the students' attention and interest. The students were eager to see the media used in this action.	The implementation of teaching media would be sustained to be used in Cycle II.	-

Meanwhile, the differences in speaking teaching and learning process before the action and after Cycle I can be seen in the table 6 below.

Table 4.6

The differences in speaking teaching and learning process before the action and after Cycle I

Condition before the action	Condition after Cycle I
The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views	The students were given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views
The opportunity of the students to deal with oral activities was low. Especially discussion activities. They did not have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	The students had opportunity to deal with oral activities. Especially discussion activities. They have chances to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication
The students could not practice the language function they have learnt because there was no student-students interaction	The students could practice the language function they have learnt because there was student-students interaction
The students seemed not really interested and	The students seemed really interested and

motivated in the speaking lesson	motivated in the speaking lesson
The students were reluctant and shy when they were asked to speak English or perform a conversation	The students were reluctant and shy when they were asked to speak English or perform a conversation

2. The Implementation of Cycle II

a. Planning for Cycle II

In this cycle, the researcher and collaborator planned some actions to solve the problems that were still found in cycle I. Some actions that used in cycle I such as using classroom English, asking students to work in group and pair, and giving feedback, would still enlarge in cycle II. Besides, there were some new actions such as using new media like videos, audios, and also giving rewards added in this cycle. The efforts were described as follows:

1) Using classroom English during the teaching and learning process

The use of classroom English in Cycle I would expand in this cycle. Based on the finding in Cycle I, the chance of the students to hear and to respond to the instructions were familiar for the students. This was very important to use classroom English to improve students' chance to speak English in this cycle. Just like in Cycle I, the researcher planned to use classroom English in several functions, such as to greet the students in the beginning of the lesson, to ask the students' condition, to call the roll, to outline the materials, to explain the goal of the teaching and learning process, to ask the questions about the material, to check the students' understanding, to summarize and reflect the lessons, to review the upcoming materials, to give feedback, and also to end the lesson with the improvement as well.

3. Implementing discussion activity through various activities

In this cycle, the researcher planned to implement the discussion technique through various activities. These activities involved the students to work in groups and in pairs. The material in this cycle was hortatory exposition text. Those activities were matched to the materials. By

implementing those activities the students would enjoy the class and the students' motivation and students' speaking ability would improve as well.

4. Giving feedback on students' pronunciation

The researcher planned to give feedback on students' pronunciation after they performed their work so that they would not make the same mistakes next time. As found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

5. Giving rewards to grab students' motivation

The students were given some rewards for those who voluntarily asked and answered the questions in joining the teaching and learning process. The rewards were in form of good marks, candies, etc. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front the class voluntarily. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic to perform their work.

6. Using many kinds of media

The use of media like pictures, videos, audios, power point slides show, LCD, Laptop, were useful to support the teaching learning process. The teacher's instructions and explanations were helped by using those Media. Some sleepy students were motivated enough to study based on audios, videos compared to the LKS only.

The comparison of the actions between Cycle I and Cycle II can be seen in Table 4.7

Table 4.7
The comparison of the actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English by some Indonesian translation	Using classroom English by some paraphrases and synonyms
Implementing discussion activities through varieties of tasks/activities	Implementing discussion activities through varieties of tasks/activities with different topics and materials
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation
-	Giving rewards to the students who wanted to perform their work in front of the class voluntarily
Using many kinds of teaching media	Using many kinds of teaching media like videos, audios.

b. Actions and Observations in Cycle II

Cycle II was conducted in three meetings; they were on Wednesday, March, 12:00 - 13:30 pm, Thursday, March: 09:00 – 10:30 am, and, Wednesday March: 08: 30 – 09: 00 am, 2012. In this cycle, the material was hortatory exposition. In the first, second, and third meetings, the researcher discussed hortatory exposition text. In this cycle, while the researcher implemented the action, the collaborator took notes in the back of the class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that the researcher implemented in Cycle II.

1) Using classroom English during the teaching and learning process

The classroom English in Cycle II was implemented in every meeting. It was similar from the previous cycle. The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as to open the lesson and greet the students, “*good morning*”, to ask the students’ condition, “*how everything goes?*” to call the roll, “*who is missing the class?*” to outline the materials, “*today*

we are going to learn about hortatory exposition", to explain the goal of the teaching and learning process, "*after learn this text you are expected to be able to express the hortatory exposition orally*", to ask the questions about the material, "*do you want ask me question?*" to check the students' understanding, "*you get it?*", to summarize and reflect the lessons, "*so far we learn about hortatory exposition*", to review the upcoming materials, "*so next week we are going to continue our today's lesson*" to give feedback, and also to end the lesson "*this is the end of our meeting today*". In this cycle, the students could get the instruction well. They could understand what the researcher said. It could be seen in the extract below:

Field note 7

..... After it the researcher asked the students' condition "*how are you class?*" the class answered "*fine*", then the researcher continue asked "*who is missing the class?*" the class answered "*no one*". Then the researcher said "*good students*", the class smiled. To make sure that the students ready to join the class, the researcher asked them again "*are you ready to join our today's lesson class?*" the class answered "*yes miss*".

Field note 7

The researcher only gave the students time five minutes to finish. "*Attention class! you only have five minutes to finish this, after that each pair have to declare your ideas about those pictures, and I will point you randomly so all of you must be ready, get it?*", the students seemed understood, they said "*yes miss*". After that the researcher pointed two pairs to four pairs to explore their ideas. The researcher asked them what they had understood about those pictures. "*What do you think about those pictures?*" Then student in pair tried to answer "*this is a picture of facebook page*", and then the researcher asked again, "*can you explain what is a facebook page?*", the students answered using Indonesian, "*itu lho miss buat update status, upload foto dll yang ada di internet. A page in the internet miss, we can update status and upload photos*".

Field note 7

Then the researcher asked again "*please tell me what is social function of hortatory exposition?*" then the students who sat in front line answered "*to persuade the readers or listeners that something should or should not be the case*" then the researcher asked again "*great, now students in the back, what about the purpose of this text?*" then they replied "*emm to influence and to persuade the readers or listeners with supporting arguments and facts*". Because the students had already understood about the previous materials, then the researcher continued to the next activity. In this activity, the researcher provided five topics that related to the today's lesson. Each student had to become an expert on one of those topics. All of the students in the class had to choose one topic, so there was no student that did not get the topic. "*Great class, now we come to the next activity, here I have five topics that related to the today's*

lesson, each of you have to choose one topic that you like the most, and make sure that everyone gets one topic, then the students who get the same topic will work together in small group to discuss, to ask questions and to explore the information as many as possible. After you finished collecting the information, then you have to make new small group with the representative of each topic to discuss further with the others, the discussion ends if all of you have get the information clearly and satisfied. Ok I will give you thirty minutes to go”. The researcher looked around when the students were doing the activity to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic.

2) Implementing discussion activity through various activities

The implementation of discussion activities in Cycle II was conducted in three meetings. In this cycle, the discussion activities implemented through various activities were different from Cycle I. These activities involved the students to work in groups and in pairs. The material in this cycle was hortatory exposition text, so those activities were matched to the materials. By implementing those activities the students would enjoy the class and the students’ motivation and students’ speaking ability would improve as well. The learning materials of the second cycle were as follows.

Table 4.8
The learning materials of the second cycle

No.	Day / date	Topic and material	skills
1	Wednesday, March, : 12:00 - 13:30 pm	Topic: social networking Text : Hortatory Exposition Input materials: The videos, pictures, Some texts about social networking, Technique: Discussion	Speaking
2	Thursday, March: 09:00 – 10:30 am	Topic: social networking Text : Hortatory Exposition Input materials: The videos, pictures, Some texts about social networking, Technique: Discussion	Speaking
3	Wednesday March: 08: 30 – 09: 00 am	Topic: banning smoking Text : Hortatory Exposition Input materials: The videos, pictures, Some texts about banning smoking, Technique: Discussion	Speaking

The description of this action for each meeting is presented as follows.

a. 1st Meeting

The first meeting in Cycle II was implemented on Wednesday, March 22, 2012. The discussion activities implemented in this meeting were discussing the information about the video given, the video was about hortatory exposition, and the topic of the video was about social networking. The implementation of these activities was aimed at encouraging the students to speak their point of view, the way they saw things and gave some comments what made them disagree and agree about some statements. The approach used during the teaching and learning process was a genre-based approach.

In pre-discussion activities, the students were divided into pairs. The teacher did building knowledge of the field by giving the students information related to the text, the students got some pictures related to the social networking. Then the student with his/her friend discussed what those pictures were about, after that each pair had to tell their friends a few facts about it and the second was modeling of the text, the students were given an example of the spoken hortatory exposition. After giving the model of the text, they discussed about the difference between written and spoken of hortatory exposition.

Meanwhile, the discussion activities were employed in the joint construction of the text. Before the researcher displayed the video to the students, the researcher began the activities by showing them some pictures as warming up. The pictures were about the facebook and twitter page. The students were asked about what they knew about those pictures. Almost of the students knew and answer some questions given. The next activitiy, the researcher gave them some videos of hortatory exposition. The videos were the controversial issues about using facebook page and twitter. After watching those videos, the researcher asked the students to

answer some questions related to the videos. Then the students had to discuss whether they pros and cons. They had to speak up their ideas. After they finished discussing with their pairs, the pairs gave their ideas in front of the class. Then, the students in each pair had to explore their ideas. In post-discussion, after all some pairs delivered their ideas, the researcher gave feedback on them. Below were the sample of two pictures of facebook page and twitter page as learning materials.



Figure 4.3: The example of facebook page and twitter page pictures as learning materials

From this activity, most of the students paid attention on the screen. They could get the information from the videos after those played three times. At first, they were confused with the videos because they did not get the point of the speakers. However, after the videos played back again, they understood what the video was. It can be seen from the observation that some students were asked again about the videos and they asked to replay it. When the students did the discussion activities, they discussed it seriously with their partner. However, when the researcher asked them to give their opinion in front of the class, some of them were unwilling to do so. It can be seen from field note below:

.... Then the researcher asked again *“ok who will be the first one to present it in front of the class?”* some of them were silent. However, some of them replied in Javanese language *“oyo aku, koe wae”*. *“You go first then me”*. Then the researcher asked again, *“any volunteer?”* *“ada yang sukarela maju ke depan?”*. The students replied *“no miss”*. Then the researcher asked again some students who voluntarily go first will get reward. *“Listen class, the student who voluntarily goes first will get reward, anyone?”* The students replied *“dapat hadiah po miss?”* The researcher said *“yes of course”*. After that some of them were moved quickly to present their tasks. (Field note 3).

Here is the whole field note of first meeting.

The researcher came to the school at 08.00 am with her friend. After that the researcher and her friend met the English teacher to inform that the researcher accompanied by her friend as an observer. The English teacher agreed then the English teacher, the researcher, and the observer together came to the class XI IPS. Before the researcher taught, the English teacher first informed the students that the researcher would taught them for about two months. Then the teacher gave the chance to the researcher and the observer to begin the lesson. The researcher introduced herself to the class and also stated her objective in teaching them. Then the observer sat in the back to observe the teaching learning process. After it the researcher asked the students' condition *"how are you class?"* the class answered *"fine"*, then the researcher continue asked *"who is missing the class?"* the class answered *"no one"*. Then the researcher said *"good students"*, the class smiled. To make sure that the students ready to join the class, the researcher asked them again *"are you ready to join our today's lesson class?"* the class answered *"yes miss"*. Ok then the researcher asked them again *"what is our today's lesson?"* the class looked silent. Then the researcher started to give them some pictures. Some of the students asked *"buat apa gambar gambar ini miss?"* *"What should we do with these pictures miss?"* the researcher commanded the students to discuss those pictures with pair *"please do with your partner, discuss what you know about those pictures"*, then the students answered *"sama teman sebangku saja ya miss"*, *"we will do with my pair miss"* the researcher answered *"yah that's fine"*, then they replied *"yes miss"*. The researcher only gave the students time five minutes to finish. *"Attention class! you only have five minutes to finish this, after that each pair have to declare your ideas about those pictures, and I will point you randomly so all of you must be ready, get it?"*, the students seemed understood, they said *"yes miss"*. After that the researcher pointed two pairs to four pairs to explore their ideas. The researcher asked them what they understand about those pictures. *"What do you think about those pictures?"* Then student in pair tried to answer *"this is a picture of facebook page"*, and then the researcher asked again, *"can you explain what is a facebook page?"*, the students answered using Indonesian, *"itu lho miss buat update status, upload foto dll yang ada di internet"*. *"A page in the internet miss, we can update status and upload photos"*. The researcher asked again about the beneficial and uselessness of using this. *"So do you enjoy doing that? How about the benefit and uselessness of using this? Is there any?"* After students delivered their ideas, the students were given an example of the spoken hortatory exposition. After giving the model of the text, they discussed about the difference between written and spoken of *hortatory* exposition. After discussed it, the researcher began the activities by showing the students videos of hortatory exposition. The videos were the controversial issues about using facebook page and twitter page. After watching those videos, the researcher asked the students to answer some questions related to the videos. *"Ok class, I have six questions related to those videos. All of you again in pairs have to discuss and answer those questions, whether you pros and cons about those videos, you have to explore your ideas, and you have 15 minutes to finish these, and after you finish this, all of the pairs have to present it in front of the class, understand students?"*, some students answered *"yea little miss"*. From their answered the researcher saw that not all the instructions they got clearly, and then the researcher translated this using Indonesian. All of the students were active in doing the activities. This was because they did it with pair, so they could help each other. As long as the students did their tasks, the researcher went around making sure that whether they understood or not. The researcher stopped them when 15 minutes passed. *"Listen class, time is up. Have you finished?"* They said *"yes miss"*. The researcher replied *"excellent, now still remember what will you do next?"* The students

answered *“present it in front of the class miss”*. Then the researcher asked again *“ok who will be the first one to present it in front of the class?”* some of them were silent. However, some of them replied in Javanese language *“oyo aku, koe wae”*. *“You go first then me”*. Then the researcher asked again, *“any volunteer?”* *“ada yang sukarela maju ke depan?”*. The students replied *“no miss”*. Then the researcher asked again some students who voluntarily go first will get reward. *“Listen class, the student who voluntarily goes first will get reward, anyone?”* The students replied *“dapat hadiah po miss?”* The researcher said *“yes of course”*. After that some of them were moved quickly to present their tasks. In post discussion, after all pairs delivered their ideas, the researcher gave feedback on them. The feedbacks were about fluency, pronunciation, grammar, dan vocabulary.

b. 2nd Meeting

The second meeting was implemented on Saturday, September 25, 2012. The discussion activity in this meeting was still about the hortatory exposition and the topic was still about social networking. In this activity, the researcher provided an article **“Jakarta most active Twitter city “**, the students had to discuss some questions related to this. After they did the activity, the researcher commanded them to do next activity, the teacher asked them to read some opinions of people about **“Pros and Cons for Facebook and Twitter.**

The researcher looked around when the students were doing the activity to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. After thirty minutes passed, the students did not finished yet, then the researcher gave them extra time to go, after all done, then each group present their task. In this meeting only five groups had presented their own task and the rest would be continued in the next meeting. In post discussion, after five groups delivered their ideas, the researcher gave feedback on them.

The feedbacks were about fluency, pronunciation, grammar, dan vocabulary. When the students were doing the activity, the researcher looked around them to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the

activity because each of them got responsibility to complete their own topic. Here is the whole field note of second meeting.

The researcher came to the class at 11.00, the researcher greeted the class " *how everything goes class?*" Some of them said " *everything is ok miss*" and the rest were silent. And the researcher repeated again " *how everything goes class?*" All of them responded " *fine miss*". The researcher asked again " *Anyway class, do you still remember what we have learnt in the earliest meeting?*" some students replied "opo to miss?" "siapa yang masih mengingat kegiatan pada pertemuan pertama? Then they replied"oh maju presentasi kedepan berpasangan miss", then the researcher asked again " *what was the topic about?*" then the students replied " *hortatory exposition miss, technology (issues about using facebook and twitter page)*", then the researcher replied " *very good!, it means that all of you have understand about hortatory exposition right?*" then the students replied " *yes little miss*". Then the researcher asked again " *please tell me what is social function of hortatory exposition?*" then the students who sat in front line answered " *to persuade the readers or listeners that something should or should not be the case*" then the researcher asked again " *great, now students in the back, what about the purpose of this text?*" then they replied " *emm to influence and to persuade the readers or listeners with supporting arguments and facts*". Because the students had already understood about the previous materials, then the researcher continued to the next activity. In this activity, the researcher provided an article " **Jakarta most active Twitter city** ", the students had to discuss some questions related to this. After they did the activity, the researcher commanded them to do next activity, the teacher asked them to read some opinions of people about " **Pros and Cons for Facebook and Twitter** " " *Great class, now we come to the next activity, here I have some opinions of people about pros and cons of using facebook and twitter page, each group have to read and to choose one pro or con topic that you like the most, and make sure that your group understand it, discuss it, do not forget to state your arguments and facts about it to prove them, ok I will give you thirty minutes to go*". The researcher looked around when the students were doing the activity to make sure whether they got the activity and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own topic. After thirty minutes passed, the students did not finished yet, then the researcher gave them extra time to go, after all done, then each group present their task. In this meeting only five groups have presented their own task and the rest will be continued in the next meeting. In post discussion, after five groups delivered their ideas, the researcher gave feedback on them. The feedbacks were about fluency, pronunciation, grammar, dan vocabulary. Then the researcher closed the lesson " *Ok class because time is up, so we will continue in the next meeting, see you*". The students replied " *see you miss*".

c. 3rd Meeting

This meeting was carried out on Friday March: 08: 30 – 09: 00 am 2012. The discussion activity in this meeting was hortatory exposition text, the topic was banning smoking. Before continued to the next activities, the researcher asked the students to perform their previous task,

after students performed, the researcher continued to the next activity. In this activity, the students were asked to work in group of four. Then, the researcher asked them to pay attention on the picture, before the researcher asked them questions, they already answered by saying “*smoking, no smoking is good for health*”, then the researcher gave them chance to discuss the advantages and disadvantages of smoking based on their knowledge.

From this activity, the researcher observed the students’ body language, students’ pronunciation, and students’ grammar accuracy. The researcher took notes of mispronounced some words of the students, after that, the researcher gave them feedback. Then, the researcher asked the students to watch a videos entitled “**Smokers' Corner at Findlay High**” After that, the researcher gave each group list of questions to answer based on the videos. Then, the researcher asked the students to discuss the answers. Each student had to understand and make sure that they got the answer. In this activity, all of the students had actively participated in their own groups and they had understood the instructions of this activity, after that the teacher called a number and the student that had that number answered to the whole class. After all students delivered their ideas, the researcher gave feedback to them.

The students seemed familiar with *hortatory exposition text*; they also rarely mispronounced some words like in the previous meeting. When the students were doing the activity, the researcher monitored them. She came to the students’ chairs, to know whether they did the activity well or not. The researcher found that most of the students understood the activity and all of them actively participated in their own groups. Here is the whole field note of the third meeting.

<p>The researcher and the observer came to the class at 11.00 am and greeted the class as usual. After that the researcher asked them about task in previous meeting. Some of the students were not ready yet, and the researcher gave them time ten minutes to finish. .”Now I’ll give you 10 minutes to finish your task and you have to present your task in</p>

*front of your classmate. Get it class? ". After ten minutes passed, the researcher gave the chance to the groups to present their task. The researcher asked for a volunteer, "any volunteer?" a student Dani replied "dapat hadiah lagi kan Miss?", then researcher replied "yes this time the student who voluntarily present their task will get extra mark" siswa yang sukarela mempresentasikan tasknya akan mendapatkan nilai lebih. Then two of the group said "kita saja yang presentasi duluan miss" the researcher replied "yes please". The students were more courage to present their task. After the groups presented their tasks, the researcher gave them feedback. The researcher found out that most of the students did their task well. The students' vocabularies were improved as well; it was because the task provided the students to produce the target language with their own words. They could pronounce the words clearly. And also about the grammar accuracy, most of them were familiar with the use of present tense; however their fluency was good enough compared to the first and second meeting some of the students were hesitant in presenting the task. After the researcher gave feedback on them, then the researcher continued to the next activities. The discussion activity in this meeting was still about hortatory exposition and the topic was about **banning smoking**. In this activity, the students were asked to work in group of four. Then, the researcher asked them to pay attention on the picture, before the researcher asked them questions, they already answered by saying "smoking, no smoking is good for health", then the researcher gave them chance to discuss the advantages and disadvantages of smoking based on their knowledge. "Ok good class; now please discuss the advantages and disadvantages of smoking based on your own knowledge". The students tried to give some arguments about it. Some of the male students were pros and some of the female students were cons, they said "I like smoking" then the female students replied "no way! Smoking is not good, we hate them" because the class was noisy, so the researcher asked the students to study some italics expressions in the dialogue between Andi and Ben. "Now class please study some italic expressions in the dialogue between Andi and Ben, after that practice the dialogue with your partner in your own group, then ask and answer questions related to the dialogue given, get it class?" they answered " yeah miss". From this activity, the researcher observed the students' body language, students' pronunciation, students' grammar; the researcher noted some mispronounced words of the students, after that, the researcher gave them feedback. Then, the researcher asked the students to watch a videos entitle "**Smokers' Corner at Findlay High**" After that, the researcher gave each group list of questions to answer based on the videos. Then the researcher asked the students to discuss the answers. Each student had to understand and make sure that they got the answer. In this activity, all of the students had actively participated in their own groups and they had understood the instructions of this activity, after that the teacher called a number and the student that had that number answered to the whole class. After all students delivered their ideas, the researcher gave feedback on them. The students seemed familiar with *hortatory exposition text*; they also rarely mispronounced the words like in previous meeting. After that the researcher gave the chance to the students to ask some questions "any questions class?" then they replied "no Miss" before that, the researcher concluded about the materials that they already learned "Ok class in three meetings we have learned about hortatory exposition text, the social function of a hortatory exposition is to persuade the reader or listener that something should or should not be the case. Then the purpose of this hortatory is influencing and persuading the readers by presenting the supporting arguments. There are also some useful expressions such as asking for someone's opinion, expressing personal opinions, agreeing opinions, disagreeing opinions, because the time is up, I will end the lesson, thank you for your participating. Good bye".*

3. Giving feedback on students' pronunciation

In line with the previous cycle, in this cycle the researcher always gave feedback on the students' pronunciation. The researcher gave feedback of the students' performances right after they performed. In every meeting, the researcher corrected the students' pronunciation in order not to create the same mistakes in the next meeting. The students were very excited to know the correct one.

4. Giving rewards to grab students' motivation

To motivate the students, rewards were given in the form of good comment and prizes. This plan was implemented by saying "good, "well done", "excellent", or "great" when the students tried to answer the question or did anything they were asked to do that. Not only good comments but prizes were also given to the students. Prizes were given in the forms of snacks, candies, and pencils. The students became motivated to join the teaching and learning process since the students who voluntarily asked, answered and performed in the teaching learning process got prizes. It can be seen in the extract below.

Field note

Then the researcher asked again, *"any volunteer?" "ada yang sukarela maju ke depan?"*. The students replied *"no miss"*. Then the researcher asked again some students who voluntarily go first will get reward. *"Listen class, the student who voluntarily goes first will get reward, anyone?"* The students replied *"dapat hadiah po miss?"* The researcher said *"yes of course"*. After that some of them were moved quickly to present their tasks.

5. Maximizing the use of media in the English teaching and learning process

Some media used in some meetings were a laptop, an LCD, pictures, videos, audios, and students' works. They were used to support the teaching learning process. By using media in the teaching and learning process could help the researcher to adjust the activities in interesting way. By using pictures, audios, videos, it could attract the students' attention and interest in learning

the language. Those provided verbal and non verbal materials and also real tasks, not only *LKS* so the students will get involved actively in the activities.

c. Reflection of Cycle II

In order to evaluate the action, the researcher and the collaborator did some reflection after action done. In this point, everyone could express their ideas, opinions, and feelings to the action. The researcher and the collaborator discussed some aspects based on the observation's checklist in the teaching and learning process, the students' opinion, and the collaborator's opinions as well. The researcher needed to accomplish the democratic and dialogic validity, so the researcher documented those opinions. Here, followings were the results of the reflection of the actions that had been implemented in the second cycle.

3) Using classroom English during the teaching and learning process

The implementation of the classroom English was successful in improving the students' speaking ability and making them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. It occurred when the researcher gave some questions in English, the students answered them in English as well. They were already familiar with those expressions.

This finding can be seen from the field notes below.

.....Then the observer sat in the back to observe the teaching learning process. After it the researcher asked the students' condition "*how are you class?*" the class answered "*fine*", then the researcher continue asked "*who is missing the class?*" the class answered "*no one*". Then the researcher said "*good students*", the class smiled. To make sure that the students ready to join the class, the researcher asked them again "*are you ready to join our today's lesson class?*" the class answered "*yes miss*". (Field note 6)

..... The researcher came to the class at 11.00, the researcher greeted the class "*how everything goes class?*" Some of them said "*everything is ok miss*" and the rest were silent. And the researcher repeated again "*how everything goes class?*" All of them responded "*fine miss*". (Field note 7)

Moreover, some students stated that they understood the researcher's explanations and instructions of the activities in English. It can be seen from the interview below.

R: *Oia dek, mengerti tidak dengan instruksi yang mbak berikan dalam bahasa Inggris?*(Did you understand the researcher's instructions using English?)
 S: *Mengerti kok miss* (Yes I did)
 R: *Terus ada tambahan lagi gak mengenai aktivitas tadi?*(What else you can add about the activities?)
 S: *Bisa mengungkapkan pendapat dalam bahasa inggris miss karena bekerja secara kelompok jadi bisa saling membantu satu sama lain.* (I could explore my ideas in English, we could help each other when we worked in group)
 R: *Sudah ada peningkatan belum?*(Did you get any improvements so far?)
 S: *Sudah, kosa-katanya meningkat, cara bacanya, grammarnya.* (Yes I did, I got many vocabularies, I knew how to pronounce some words in proper way, and I knew about grammar accuracy)

Interview transcript 21

4) Implementing discussion activities through many kinds of tasks

The implementation of discussion activities through many kinds of tasks was generally successful in improving the students' speaking ability and involvement. Most of them were actively engaged in the activities. Below is the reflection of the implementation of the discussion activities in each meeting.

1st meeting

For the first meeting, the discussion activity was successful enough in improving the students' involvement and speaking ability. The students were speaking in front of their classmates, especially when they were asked to give their personal information or opinions. Besides, all of the students did what the researcher asked them to do that. It can be seen in the extract below:

The researcher only gave the students time five minutes to finish. "*Attention class! you*

only have five minutes to finish this, after that each pair have to declare your ideas about those pictures, and I will point you randomly so all of you must be ready, get it?”, the students seemed understood, they said “yes miss”. After that the researcher pointed two pairs to four pairs to explore their ideas. The researcher asked them what they understand about those pictures. “What do you think about those pictures? Then student in pair tried to answer “this is a picture of facebook page”, and then the researcher asked again, “can you explain what is a facebook page?”, the students answered using Indonesian, “itu lho miss buat update status, upload foto dll yang ada di internet”. “A page in the internet miss, we can update status and upload photos”. Field note 6

Besides, the collaborator also stated that the students could understand the researcher’ instructions well, the students did their tasks actively, they asked and answered some questions in their group. They were more active in this meeting than the previous meetings. It can be seen in the extract below.

- R: *Mbak, bagaimana aktivitas yang pertama di cycle II ini menurut mbak?*(What do you think about the first meeting in this cycle II?)
- C: *Sejauh yang saya amati tadi siswa siswinya cukup aktif ya mbak, mereka sudah terbiasa dengan ucapan bahasa inggris, mereka aktif tanya jawab dikelompoknya masing masing tadi.*(As far as I could see, the students were more active, they already familiar used English, they were more active in asked and gave some opinions)
- R: *Terus ada tambahan lagi gak mbak?*(What else?)
- C: *Mereka tadi benar benar memperhatikan video yang anda tampilkan, mereka cukup bisa mendengarkan dengan baik, karena videonya juga menggunakan kosakata yang sederhana dan mereka juga sudah terbiasa dengan penggunaan facebook di kehidupan sehari harinya. Jadi pas di suruh mendiskusikan videonya mereka sedikit paham.*(They truly paid attention on the video, they quite could hear that, it was because the video consisted of some easy vocabularies, and also they already familiar with the used of facebook and twitter in their daily life activities so that they could get the information in the video easily)
- R: *Trus menurut mbak tadi semua siswa sudah aktif belum?*(And what do you think about the students’ activeness? Did they more active so far?)
- C: *Menurut saya mereka semua sudah aktif dalam diskusi kelompoknya. Ya seperti yang saya katakana tadi, karena mereka bekerja berkelompok jadi mereka bisa bekerjasama dengan baik. Mereka mendiskusikan hal hal yang mereka tidak ketahui satu sama lain tentang video tersebut.*(I think they were more active when they discussed in their own group, as I said before, because they were worked in group so they could help each other. They discussed about whatever they did not know about the video)
- R: *Trus kemampuan speaking mereka gimana menurut mbak?*(And how about their speaking skill?did they improve well?)
- C: *Menurut saya ada peningkatan speaking mereka, mereka bisa buat dialogue tentang hortatory exposition, pas berinteraksi dengan teman temanya mereka*

sudah lumayan lancar. karena dialogue itu menggunakan language function yang tidak begitu complex.(I think they did, they could make dialogues of hortatory exposition, they were fluently spoke to their friends, because the dialogue consisted of simple language function not the complex one)

R: Thanks ya(Thanks for the information)

C: Anytime.

Interview transcript 20

Furthermore, from the students' point of view, some students liked these activities. It can be seen in the extract below.

R: *Halo dek gimana pendapatnya tentang aktivitas tadi?*(Hello, what do you think about the activities in this first meeting?)

S: *Asik miss, ada video gitu yang di tonton, sesuatu yang menarik miss.*(It was fun, the video was fun as well)

R: *Suka gak dengan aktivitas tadi dek?*(Did you like it?)

S: *Suka miss, menarik.*(Yes I did, it was fun)

R: *Tadi kan miss suruh diskusi berkelompok, bagaimana tadi suasana kelompokmu?*(There was discussion session rihgt?how about your group?)

S: *Iya tadi kita kerjasama miss, saling tanya jawab gitu, trus ada yang setuju sama ada yang gak juga miss. Seru lah.*(Yes we did colaborate, we asked and answered some questions, they were agreed and disagreed too, it was fun)

R: *Tadi dikelompokmu kasih pendapat juga gak dek?*(Did you give your opinion in your group?)

S: *Pasti dong miss*(Senyum)(Yes of course I did)

R: *Trus ada peningkatan speakingnya belum?*(Did you get your english better?)

S: *Iya lumayanlah miss speaking meningkat sedikit, tapi gak mahir banget miss, kita kan bukan bule miss.*(Yes I did little, but I was not fluent like the native speakers did at the time, smiled)

R: *(Senyum)..oya tadi kan miss kasih reward , menurutmu gimana?ada pengaruhnya gak buat kamu?* (Smiled, how about the reward?did you moved by it?)

S: *Ya iyalah miss siapa yang gak senang dikasih hadiah. Tadi kita rebutan miss (senyum).*(Yes I did, everybody wanted to get that, we were in action with it, smiled)

R: *Segitu dulu saja ya dek. thanks* (That's all for questions, thanks a lot)

S: You are welcome miss.

Interview transcript 19

Moreover, the students liked the activity because they could get some new vocabulary and they could try to speak their opinions. It can be seen in the extract below.

R: *Hai Dek, bagaimana menurutmu aktivitas tadi?*(What do you think about the activities in this first meeting?)
 S: *Senang tadi kita nonton video miss, sama diskusi kelompok gitu.* (We were enjoyed the discussion session and also the video was fun)
 R: *Ada kendala gak tadi dek?*(Did you get any difficulties?)
 S: *Iya miss, pas disuruh dengar video tadi gak bisa nangkap langsung, harus diputar ulang lagi miss.*(Yes I did,at first I could not get the video once, but after it played three times I got it)
 R: *Tadi kan juga miss sudah putarin 3x, setelah itu mengerti gak?*(I played it three times, so you got it?)
 S: *Lumayan miss, karena tadi tentang facebook jadi tau sedikit miss*(Yes I did, it was about facebook page, so I knew little about it)
 R: *Tadi pada gak mau presentasi duluan, setelah dikasih hadiah pada mau, kenapa begitu?*(Why did you do not want to present your own first?and why after the researcher gave some presents so you all took action in it?)
 S: *Ya senang dikasih hadiah miss, buat tambah nilai gitu miss (Senyum).*(Yeah because we were moved by the the presents, we were happy to get that, smiled)
 R: *Bagaimana dengan speaking mu di bandingkan dengan beberapa pertemuan yang kemarin?Ada peningkatan belum?*(How about your speaking ability?did you get any improvements so far?)
 S: *Lumayan tambah kosakata, tau cara baca kata katanya miss.* (I did improve my vocabularies a lot, and I knew the way to pronounce some words in proper way)
 R: *Terus sudah percaya diri belum?* (How about your confidence?did you got improve as well?)
 S: *Sekarang lebih berani mengungkapkan pendapat saja miss daripada yang kemarin.* (I am now eager to state my opinion compared to the last one)
 R: *Thanks ya dek*(Thanks for the information)
 S: *You are welcome miss.*

Interview transcript 18

From those statements above, most of the students did the activities well. The instructions of the researcher were clear enough for them. It could be seen from the students' ability in doing the tasks. The students could understand the instruction clearly. When the students asked to discuss the picture in group and in pairs, most of them could understand. Besides, the collaborator also stated that the discussion activity in the first meeting was effective enough to make the students want to speak more in English.

2nd meeting

For the second meeting, the discussion activity was successful in improving the students' involvement and speaking ability too. They could understand the previous materials better. When

the researcher asked them about the previous material, they could answer it. It can be seen in the extract below.

then the researcher asked again *“what was the topic about?”* then the students replied *“hortatory exposition miss, technology (issues about using facebook and twitter page)”*, then the researcher replied *“very good!, it means that all of you have understand about hortatory exposition right?”* then the students replied *“yes little miss”*. Then the researcher asked again *“please tell me what is social function of hortatory exposition?”* then the students who sat in front line answered *“to persuade the readers or listeners that something should or should not be the case”* then the researcher asked again *“great, now students in the back, what about the purpose of this text?”* then they replied *“mm to influence and to persuade the readers or listeners with supporting arguments and facts”*. Field note 7

For the moment, the collaborator said that the activity in this second meeting was successful in improving the students' involvement using English. The students were more occupied in the task. It can be seen from the extract below.

R: Gimana mbak aktivitas tadi?(what do you think about the activities in this second meeting?)
 C: menurut saya sih sudah ada peningkatan kemampuan speaking siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' speaking skill compared to the previous one)
 R: kalo masalah keaktifan mereka gimana?(how about the students activeness?)
 C: semua siswa tadi sudah terlibat aktif. (all the students were more active)
 R: trus tentang pemberian reward selama ini efektif nggak?(and how about the reward? Did it give any influences?)
 C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiastic in delivering their tasks)
 R: Makasih ya(thanks for the information)
 C: anytime

Interview transcript 25

The students also said that they were more active in the teaching and learning process. It can be seen in the extract below.

R: Hai dek, Gimana tadi aktivitasnya?(hello, what do you think about the activities so far?)
 S: Seneng soalnya bisa sharing-sharing ma temen yang lain.(I was happy, I could share with other friends)
 R: Tadi paham nggak dek dengan instruksi yang mbak berikan dalam bahasa Inggris?(did you get the point when the researcher give instructions in English?)
 S: Paham. (yes I di)
 R: Ada tanggapanmu lagi nggak selain yang tadi tentang aktivitas tadi? (what else you can say about the activities?)
 S: Bisa praktek bahasa Inggris, bisa tanya-tanya ke kelompok yang lain.(I could practice my English and asked around to my group)
 R: Sudah ada peningkatan belum?(did you get any improvements so far?)
 S: sudah, kosa-katanya meningkat, cara bacanya, dan grammarnya penggunaan present tense.(yes I did, my vocabularies were improved, I knew how to pronounce some words in English, and I knew the grammar accuray, the use of present tense,)
 R: makasih ya(thanks heap for the information)
 S: you're welcome

Interview transcript 21

From those statements above, most of the students did the activities well. The instructions of the researcher were clear enough for them. It could be seen from the students' ability in doing the tasks. The students could understand the instruction clearly. When the students asked to discuss the picture in group and in pairs, most of them could understand. Besides, the collaborator also stated that the discussion activity in the first meeting was effective enough in improving students' speaking skills.

3rd meeting

The activity in the third meeting was the same. The activity in this meeting was successful in improving the students' speaking ability and their involvement in the teaching and learning process. It can be seen in the extract below.

After the groups presented their tasks, the researcher gave them feedback. The researcher found out that most of the students did their task well. The students' vocabularies were improved as well; it was because the task provided the students to produce the target language with their own words. They could pronounce the words clearly. And also about the grammar accuracy, most of them were familiar with the use of present tense; however their fluency was good enough compared to the first and second meeting some of the students were hesitant in presenting the task. After the researcher gave feedback on them, then the researcher continued to the next activities. Field note 8

Besides, it could be seen in the extract below:

In this activity, all of the students had actively participated in their own groups and they had understood the instructions of this activity, after that the teacher called a number and the student that had that number answered to the whole class. After all students delivered their ideas, the researcher gave feedback on them. The students seemed familiar with *hortatory exposition text*; they also rarely mispronounced the words like in previous meeting. After that the researcher gave the chance to the students to ask some questions “*any questions class?*” then they replied “*no Miss*” before that, the researcher concluded about the materials that they already learned. Field note 8

The collaborator said that the students were more active in the activity because the task was in small groups. Harmer (2007) states, those big and small groups can encourage students to take a part in speaking activities, since they have abilities to speak and work together in their groups. It can be seen in the extract below.

R: Gimana mbak aktivitas tadi?(what do you think about the activities?)
 C: menurut saya sih sudah ada peningkatan kemampuan speaking siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' speaking skill compared to the previous one)
 R: kalo masalah keaktifan mereka gimana? (How about the student's activeness?)
 C: semua siswa tadi sudah terlibat aktif. (All the students were more active)
 R: trus tentang pemberian reward selama ini efektif nggak? (And how about the reward? Did it give any influences?)
 C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiastic in delivering their tasks)
 R: Makasih ya(thanks for the information)
 C: anytime

Interview transcript 25

In addition, some students liked the activity more. The students liked to work in groups so that they could collaborate well. It can be seen in the extract below.

R: hai dek, wawancara sebentar ya. Gimana dek pendapatnya tentang aktivitas tadi?(Hi, what do you think of the activities?)
 S: Ya jelas miss.(it was clear miss)
 R: Menyenangkan gak?(was it fun?)
 S: iya miss, soale kita tadi berdiskusi gitu, Jadi bisa saling tukar pendapat gitu trus ada

nonton video gitu miss, asik.(yes it was, we did discuss it, we delivered our ideas in group and we watched videos, it was fun)

R: Trus udah ada peningkatan belum speaking skillmu? (how about your speaking skills?did you get any improvements?)

S: Sudah, saya mempunyai kosa kata yang banyak, jadi tahu cara pengucapan dengan baik, tahu cara penggunaan *present tense* miss, terus kita berlatih bertukar pendapat miss,(yes I did, I got many vocabulary of English words, I knew how to pronounce some words in English well, and I knew the use of present tense, and we did exchange our ideas in group as well)

R: ada kendala gak dek? (did you get any difficulties?)

S: ada miss, belum terlalu lancar pas bertukar pendapatnya(yes I did, I did not say my opinions fluently)

R: banyak latihan dengan teman teman mu yah (you better practice more with your friends ok!)

S: iya miss(yes miss I get it)

R:makasih informasinya ya (thanks for the information)

S: sama sama miss(thanks back)

Interview transcript 26

From those statements above, most of the students did the activities well. The instructions of the researcher were clear enough for them. It could be seen from the students' ability in doing the tasks. The students could understand the instruction clearly. When the students asked to discuss the picture in group and in pairs, most of them could understand. Besides, the collaborator also stated that the discussion activity in the first meeting was effective enough.

3. Giving feedback on the students' pronunciation

The feedback always gave after the students completed their tasks. In giving the feedback the researcher only pointed out some general mistakes that all of the students did without pointed it one by one of student's single mistake. According to Lynch's (2010) by indicating the mistakes, but not immediately providing the correction, teachers do more to facilitate students' progress.

Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words.

5. Giving rewards to motivate the students.

Giving rewards to motivate the students was effective in making the students became more active in the teaching and learning process. The students were motivated in presenting their tasks and finished their activities effectively. It can be seen in the extract below.

The researcher asked for a volunteer, “*any volunteer?*” a student Dani replied “*dapat hadiah lagi kan Miss?*”, then researcher replied “*yes this time the student who voluntarily present their task will get extra mark*” *siswa yang sukarela memperesentasikan tasknya akan mendapatkan nilai lebih*. Then two of the group said “*kita saja yang presentasi duluan miss*” the researcher replied “*yes please*”. The students were more courage to present their task. Field note 8

Some passive students were enthusiastic in presenting their tasks in front of the class with their pairs and groups. This action was measured effective to solve the problem of students’ passiveness and low motivation in the English teaching and learning process. All actions that had been implemented in the second cycle showed improvement toward some factors that supported the ability of the students in learning speaking.

6. Using the teaching media

The used of pictures, videos, and audios in the teaching learning process could help students’ understand more about the materials because they could see the real objects, they could hear the native speakers through videos, they could see gesture of the speakers, so they learned social culture through verbal language. The students were eager to see the media used in this action. It seemed that the students enjoyed the English teaching learning process.

Summary of Cycle II

Based on the reflection above, the researcher and the collaborator agreed that the discussion activities and its accompanying actions in Cycle II were successful in improving the students’ speaking ability. The summary of the implementation of those actions were as follows.

- 1) The classroom English was implemented during the teaching and learning process

The used of Indonesian translation could help the students who got difficulty in understanding the explanation when the teacher spoke English all the time.

- 2) The discussion activities through many kinds of tasks were implemented during three meetings by dividing the students into group and pair work.
- 3) The researcher always gave feedback on the students' pronunciation after they performed the activities. The students were very enthusiastic to know the correct pronunciation of some words.
- 4) Using the teaching media.

The used of pictures, videos, audios, laptop and LCD in the teaching learning process could help students' understand more about the materials because they could see the real objects, they could hear the native speakers through videos, they could see gesture of the speakers, so they learned social culture through verbal language. The students were eager to see the media used in this action.

5. Giving rewards to motivate the students.

Giving rewards to motivate the students was effective in making the students became more active in the teaching and learning process. The students were motivated in presenting their tasks and finished their activities effectively.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking ability and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II can be seen in Table 7.

Table 4.7
The differences in speaking teaching and learning process during Cycle I and Cycle II

Condition before the action	Condition after Cycle I	Condition after Cycle II
The students were not given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views	The students were given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views	The students were more given sufficient opportunity to develop and practice orally, especially in delivering their ideas or to state their point of views
The opportunity of the students to deal with oral activities was low. Especially discussion activities. They did not have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	The students had opportunity to deal with oral activities. Especially discussion activities. They have chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication	The students had many opportunities to deal with oral activities. Especially discussion activities. They have more chance to do problem solving activities, sharing ideas, and also asking and giving opinions in real life communication
The students could not practice the language function they have learnt because there was no student-students interaction	The students could practice the language function they have learnt because there was student-students interaction	The students could practice the language function they have learnt because there was student-students interaction
The students seemed not really interested and motivated in the speaking lesson	The students seemed really interested and motivated in the speaking lesson	The students seemed more really interested and motivated in the speaking lesson
The students were reluctant and shy when they were asked to speak English or perform a conversation	The students were reluctant and shy when they were asked to speak English or perform a conversation	The students were not reluctant and shy when they were asked to speak English or perform a conversation

In reference to the implementation and reflections of the actions in Cycle I and II, there were general findings on the research as follows.

1. Discussion technique was believed to be effective to improve the quality of speaking teaching and learning process through its cooperative and systematic structure of learning. In the process, students were engaged to involve and participate actively in the speaking process through group discussion. Those ways of learning motivated the

students to speak actively. By applying this learning strategy, students speaking ability could be improved.

2. Discussion activities were helpful to build cooperative and critical thinking of the students because they had to solve the problem given. They had to give their point of view about the materials; they had responsibilities to give their view on something. So that, the students were motivated to join the speaking activities actively. Besides, these activities could be modified as interesting as possible which increased students' interest to join the speaking activities and decrease their boredom during learning process.
3. Pair and group learning on discussion activity gave some benefits for both students and the teacher in the speaking activities. For students, pair and group learning were effective to improve their independence and group cooperation on learning speaking. Through discussion and sharing ideas, students were assigned to think actively, seriously, and critically in speaking. Furthermore, the use of group learning minimizes the domination of higher achieving students. It could encourage student participation, and higher levels of student thinking and questioning. Through discussion, students also could actively interact with their friends, as we know the important thing of speaking is an interaction. Meanwhile, the students could help each other solved their problems. As a result, all of them had equal opportunity to participate in the speaking activities, included the shyest students.
4. There were some factors which should be considered in order to minimize the problems during the implementation of the actions. Firstly, the time management influenced the effectiveness of learning activities on speaking. It should be well arranged in order to avoid the lack of learning time of certain activity. Secondly, the teachers' creativity and

preparation to design and plan the speaking activities before implementing discussion activities determined the success of learning activity. Thirdly, the group formation gave big impact in the speaking process. Grouping the students by considering their personal needs could minimize conflicts during learning process. Fourthly, clear and understandable explanation and instruction should be used in order to minimize students' confusion towards the implementation of new learning strategies or activities.

5. Interesting media were necessary to support the implementation of discussion technique on speaking. These were useful for both students and the teacher to make the process of learning speaking easier and more enjoyable.
6. Rewards and credit points effectively could improve the students' motivation in the speaking teaching and learning process. The students actively joined the learning process and activities because they were given rewards and credit points by the teacher.
7. The use of classroom English continuity and frequently made the students became accustomed in using classroom English, and they also responded to the teacher's instruction enthusiastically. They were willing to listen and gave response to the simple routines classroom English and also practiced it with their friends.
8. The implementation of discussion activities on speaking gives positive effects on improving students' speaking ability. The result of the pretest and post test shows that the students speaking score improve by the time of this action research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the formulation of the problem, this researcher is focused on improving students' speaking ability by using discussion technique. This researcher is an action researcher; the steps of the actions in this researcher were identification and selection of the field problems, collection of the data related to the English speaking learning process, planning, actions, observations, and reflections. After identified the field problems, actually there were some obstacles faced by the students in speaking skills, those crucial obstacles were related to the students' vocabulary mastery, students' mastery on grammar accuracy, students' mastery on pronunciation, the lack opportunity of the students to speak up, students' motivation was low, students' self-confidence was low, students were reluctant to state their point of view, there were limited media in the teaching and learning process, the limited of teacher technique in teaching speaking, and also the classroom management was not quite varieties. To solve those problems, the researcher planned to use discussion technique as the main action to make the students' speaking skills improved. Discussion can be an alternative solution to the problem about how to encourage students to speak, because if they are asked to express themselves in a foreign language, they may find themselves reluctant to do so. (Harmer, 1991:123).

There were two cycles done in this researcher. In the first and second cycles, the researcher implemented the discussion activities and some accompanying

activities as well. In the first cycle, there were four actions implemented such as: using classroom English during the teaching and learning process, implementing discussion activities through many kinds of tasks, giving feedback on the students' pronunciation, and using many kinds of media. After implemented those actions in the first cycle, actually there were still some problems that occurred in this cycle. Those obstacles were still related to the students' vocabulary mastery, students' mastery on grammar accuracy, students' mastery on pronunciation, the students' motivation was still low, and also the students' self-confidence was still low. As a result, in the second cycle, the researcher still implemented the same actions which were implemented in cycle 1 with some modifications. The researcher added some rewards to grab students' motivation. By implementing those actions in Cycle II, the students' speaking ability could improve and the students' motivation could increase as well. After the two cycles done, the researcher did reflections by interviewing the students and also the collaborator. Based on the student's and the collaborator's opinions, there were some improvement related to the students' speaking skills, besides, the scores of the students' performance in cycle II compared to the cycle I was high, it was also proved by the classroom observation vignette that the discussion activities together with some additional activities were also successful to make students enthusiastic in joining the speaking class and to improve the students' speaking skill as well.

B. Implications

Looking back from the conclusions above, there were some successful and unsuccessful results of the actions. However, here the discussion activities could help and give the students chance to speak up more, because the students pushed to give their opinion about what they think. Besides, the students were more active to join the discussion activities, because they worked in groups and in pairs so that they could help each other, by practicing more and more, so that their speaking skills such as pronunciation, grammar accuracy, and also vocabulary were improved as well. It implies that the teacher can use the discussion activities as a technique to teach speaking skills in teaching and learning process. Discussion technique is useful for the students who lack ability in solving problems, because group solution is usually better than personal solution. Besides, the discussion activities provide the students with a chance to test, to change, and to develop their opinion, value, and their decision through looking at their mistakes by carefully observation and group opinions. Moreover, by adding some additional actions such as giving rewards could increase student's involvement in the activity. It implies that the teacher needs to motivate the students by giving some rewards to make the students more active in the teaching and learning process. Furthermore, the use of classroom English could make the students familiar with some expressions in English. It implies that the teacher needs to use classroom English to make the students familiar with it. Still, the use of media such as pictures, videos, audios, and laptop could help students understand the materials better. Moreover, by using such media, the students would actively take

part in the activities. As expected, the students' participation was high because they felt that the activities were interesting for them. This implies that the teacher should set up some interesting activities and media as well, so the students could understand the material better and their motivation to follow the lessons was high.

C. Suggestions

Based on the conclusions and implications that pointed out above, there are some suggestions for the English teacher, the students, and the other researchers as follows:

1. For the English teachers

In this reseacher, the researcher only implemented discussion as a technique in teaching speaking. Besides, the researcher also combined that technique with some other actions such as using classroom English, giving rewards, implementing teaching media, and giving feedback to the students' pronuntaion. Not only that, to make the teaching learning process runs well, the other factors should be considered as well, like the materials, the materials should be interesting and approprite to the students' level. In reflection to those actions, the suggestions for the English teacher, first, the English teacher should develop the same actions or provide some other interesting plans to expand her teaching skill. Especially in teaching speaking skill, the teacher should give more change to the students to speak up their opinions, such as doing discussion, and even doing debat, besides, the topic of the materials should fufill students' knowledge so they can master the materials better. Moreover, the English teacher needs to give feedback to the students so the

students will know their mistake. In the end, they will quickly fix it. The teacher has to organize the environment and the behavior of students in a classroom, because the teacher has responsibility for all activities in the teaching learning of English. In teaching learning process, the teacher must be able to manage the classroom situation and condition of the learners.

2. For the students

The students have to find their way in learning such second language. Especially in speaking skill, the students need to practice more outside classroom so they can improve their ability in speaking. They can practice conversation with their friends in their daily activities. They should prepare the upcoming materials by themselves before coming to the class, so they can master the material better, besides, they should practice discussion activities to solve any problems, so they will more active in the class, by practicing more and more, they will be familiar with the language use.

3. For the Other Researcher

This research may be useful as a reference to other researchers who want to conduct research with the same subject. Other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. Moreover, they can conduct this study in other grade of the students, either in junior or senior high. It is hoped that the researcher who will conduct similar research can improve and also explore other alternative kind of cooperative learning to improve the English speaking.

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APPENDICES

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SECOND SEMESTER STUDENTS
OF SMA N 1 IMOIRI BANTUL, CLASS XI IPS – 4 IN THE ACADEMIC YEAR OF 2011/2012**

Cycle : I (1st – 3rd meetings)

Standard of Competency : 9. expressing meaning of transactional and interpersonal conversation in daily life context

Basic Competency : 9.1. Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context which involves expressions of stance, love and sadness.

Aspect / Skill : Speaking

Topic	Language Focus	Example of the Language	Key Vocabulary	Functional Text	Discussion activities	Indicators
Global warming	<p>➤Using simple present tense</p> <p>➤Expression of stance</p>	<ul style="list-style-type: none"> • <i>I think we should manage the use of pesticides because ...</i> • What do you think of this refrigerator? • I think the other one's better • I think everyone 	Global warming, Greenhouse gas, Carbon dioxide, Emissions, Methane,	<i>Interpersonal</i>	<ul style="list-style-type: none"> • the students work in pairs • The students learn some vocabularies related to the given topic. • The students listen to a dialogue about "Energy Star sticker". • the students study some expressions 	<ul style="list-style-type: none"> • Students are able to identify the expressions of stance • Students are able to differentiate the use of normal and non-formal

		should start changing their way of life			<p>that used in the dialogue</p> <ul style="list-style-type: none"> • The students complete another incomplete dialogue with the expression that they've learned. • The students in pair practice the complete dialogue. • The students ask and answer questions related to the dialogue given. • The students listen to a monologue about "<i>global warming causes</i>". • The students in pair to discuss some 	<p>expression of stance</p> <ul style="list-style-type: none"> • Students are able to express the expression of stance • Students are able to response the expression of stance • Students are able to make a brief conversation about the use of stance • Students are able to practice the brief conversation that usually happens when
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Organic Farming	<p>➤ Using simple present tense</p> <p>➤ Expression of stance</p>	<ul style="list-style-type: none"> • So, there will be no pesticide in the product. Do you think it's good? • What is your view on the use of pesticides? • Your view sounds great. • Yes, I think it is great because most pesticides are designed to be • Well, I think we should, at least, manage the use of pesticides because some pesticides affect non target 		<i>Interpersonal</i>	<p>questions related to the monologue.</p> <ul style="list-style-type: none"> • the students work in group of three • The students discuss the advantages of organic farming based on their knowledge. • the students listen to a dialogue between Andi and Ayu on the Pesticide Use Management • The students answer some questions related to this. • The students listen to the dialogue once more then the students have to complete 	<p>they have to give their stance.</p> <ul style="list-style-type: none"> • Students are able to identify the expressions of stance • Students are able to differentiate the use of normal and non-formal expression of stance • Students are able to express the expression of stance • Students are able to response the
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		animals such as fish and bees. They affect the natural balance.			<p>the missing information based on the dialogue with their classmate.</p> <ul style="list-style-type: none"> • The students study some expressions of stance in the dialogue between Andi and Ayu. • The students in pair listen to a dialogue “<i>pesticide use management</i>”. • The students write down the expressions of stance that they hear. • The students study dialogue between Virga and Denias. They talk about the importance of 	<p>expression of stance</p> <ul style="list-style-type: none"> • Students are able to make a brief conversation about the use of stance • Students are able to practice the brief conversation that usually happens when they have to give their stance.
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					<p>non-pesticide management.</p> <ul style="list-style-type: none">• The students answer the questions and then the students act it out with their classmate.• The students listen and repeat some words related to the materials.• The students in pair create short dialogues based on the situation given.	
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Cycle : II (1st – 3rd meetings)

Standard of Competency : 10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition

Basic Competency : 10.2. Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of narrative, spoof and hortatory exposition

Aspect / Skill : Speaking

Topic	Language Focus	Example of the Language	Key Vocabulary	Functional Text	Discussion activities	Indicators
Social Networking	<ul style="list-style-type: none"> ➤ Using simple present tense ➤ Using abstract noun ➤ Using action verb ➤ Using thinking verb ➤ Using modal adverb; certainly, surely, etc ➤ Using temporal 	<ul style="list-style-type: none"> • Facebook is a very popular social networking site • That is free for all users • Facebook acts as your very own calendar, telling you when events and birthdays are. • I find 	valuable tool, stalk, keep in touch, Spam, cyber-bullying outlet, incredibly addictive, hourly, index,	Hortatory exposition	<ul style="list-style-type: none"> ✓ The students watch a video “<i>pros and cons about social networking</i>”. ✓ the students discuss some questions related to the video ✓ The students discuss unknown or difficult words related to the video. ✓ The students list pros and cons about social networking that they get from the video. ✓ The students give their opinion whether they pro or con to the statement. ✓ the students read an article about” 	<ul style="list-style-type: none"> • Students are able to identify the generic structures of hortatory exposition text • Students are able to identify the language function of hortatory exposition text • Students are

	<p>connective; firstly, secondly, etc</p> <p>➤ Using evaluative words; important, valuable, trustworthy, etc</p> <p>➤ Using passive voice</p>	<p>facebook a valuable tool in today's world.</p> <ul style="list-style-type: none"> Countless hours are wasted on facebook when people should be doing other things like homework facebook can't make up its mind and changes everything so quickly Facebook is incredibly addictive 			<p>Jakarta most active Twitter city “</p> <ul style="list-style-type: none"> ✓ the students discuss some questions related to the article ✓ the students read some opinions of people about “Pros and Cons for Facebook and Twitter” ✓ the students choose which one of the opinions they agree with 	<p>able to identify the social function of hortatory exposition text</p> <ul style="list-style-type: none"> Students are able to response the expression of hortatory exposition text Students are able to make a brief conversation about the use of hortatory exposition Students are able to practice the brief conversation that usually happens when
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						they have to give their point of view.
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Banning Smoking		<ul style="list-style-type: none"> • Nothing much. I'm just watching a debate on TV. It's about banning smoking in public buildings. • Oh, yeah. I heard that that was going to be on. <i>So, what do you think about it?</i> • <i>Well, I don't think people should be allowed to smoke in public places, so I support</i> 			<ul style="list-style-type: none"> ✓ The teacher asks the students to work in group of three ✓ The teacher gives the chance to the students to discuss the advantages and disadvantages of smoking based on their knowledge. ✓ The teacher asks the students to study some italics expressions in the dialogue between Andi and Ben. ✓ The teacher asks the students to practice the 	<ul style="list-style-type: none"> • Students are able to identify the generic structures of hortatory exposition text • Students are able to identify the language function of hortatory exposition text • Students are able to identify the social function of hortatory exposition text
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		<p>the ban</p> <ul style="list-style-type: none"> • <i>But don't you think that non-smokers have rights, too?</i> 			<p>dialogue</p> <ul style="list-style-type: none"> ✓ The teacher asks the students to ask and answer questions related to the dialogue given. ✓ The teacher asks the students to watch the video entitle "Smokers' Corner at Findlay High" ✓ The teacher asks the students to discuss some questions related to the video. 	<ul style="list-style-type: none"> • Students are able to response the expression of hortatory exposition text • Students are able to make a brief conversatio n about the use of hortatory exposition • Students are able to practice the brief conversatio n that usually
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						happens when they have to give their point of view.
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LESSON PLAN (1)

School : SMA Negeri 1 Imogiri Bantul

Subject : English

Class / semester : XI / 2

Standard Competence

9. Expressing meaning of transactional and interpersonal conversation in daily life context

Basic Competence

9.1. Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context which involves expressions of stance, love and sadness.

Objective

In the end of the lesson, students are expected to be able to respond orally, accurately, fluently, and acceptable to the expressions of stance in the formal and non-formal way.

Indicators

1. Students are able to identify the expressions of stance
2. Students are able to differentiate the use of normal and non-formal expression of stance
3. Students are able to express the expression of stance
4. Students are able to response the expression of stance
5. Students are able to make a brief conversation about the use of stance
6. Students are able to practice the brief conversation that usually happens when they have to give their stance.

Text : *Interpersonal*

Topic : **Do you know how we can help stop global warming?**

Aspect / Skill : Speaking

Time allocation : 2 x 40 minutes

I. Teaching and Learning Materials

1. some conversations that consist of expressions of stances:
 - a. some expressions of how to give the stance in formal and non-formal way
 - b. Some expressions of how to response to the expressions of stance in formal and in-formal way.
 - c. Some expressions of how to ask the stance
 - d. Some expressions of how to response to the stance
2. Pronoun
3. To be
4. Some vocabularies related to the theme
5. Pictures

II. Teaching Methods / Technique: PPP

III. Teaching Stages

A. Opening

- The teacher greets and asks the students' condition.
- The teacher leads the students saying a prayer.
- The teacher checks the students' attendance.

B. Main Activities

• Presentation

The teacher leads the topic by asking:

- Do you know what these pictures tell you? What does the poster tell you?
- The teacher asks the students again; *“why is it important for us to stop global warming?”*

- The teacher introduces the theme of the lesson today
- The teacher outlines and states the objectives of the lesson.
- The teacher asks the students to work in pairs
- The teacher gives the chance to the students to learn some vocabularies related to the given topic.

- **Practice**

- The teacher asks the students to listen to a dialogue about “*Energy Star sticker*”.
- the teacher asks the students to study some expressions that used in the dialogue
- The teacher gives the students task to complete another incomplete dialogue with the expression that they’ve learned.
- The teacher asks the students in pair to practice the complete dialogue.
- The teacher asks the students to ask and answer questions related to the dialogue given.
- The teacher asks the students to listen to a monologue about “*global warming causes*”.
- The teacher asks the students in pair to discuss some questions related to the monologue.

- **Production**

- The teacher asks the students in each pair to give their opinion about the monologue in their own words. The voluntarily pair who willing to practice will get reward.
- The teacher gives feedback on the answer and the students’ performance.

C. Closing

- The teacher directs the students to conclude the topic today.
- The teacher and the students reflect the topic of the lesson.
- The teacher asks students difficulties.
- The teacher gives motivation to students to study.

IV. Teaching and Learning Sources / Media

1. Laptop
2. LCD
3. Whiteboard
4. Board marker
5. Students' worksheet
6. Relevant textbook : Priyana, J, Riandi, Mumpuni, P, A. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Grasindo.
7. Pictures
8. Internet resources:

V. Assessment

Teknik : Tes lisan dan unjuk kerja

Bentuk : Penampilan

Instruments : materials (task 1-7)

VI. Assesment rubric

No	Aspek yang dinilai	Sangat Baik	Baik	Kurang Baik
1	Accuracy	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta kesalahan gramatikal dan pengucapan minimum	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta sedikit kesalahan gramatikal dan pengucapan	Berbicara kurang natural, dengan intonasi yang kurang baik, serta banyak kesalahan gramatikal dan pengucapan
2	Fluency	Mampu berbicara	Mampu berbicara	Berbicara dengan

		dengan kecepatan normal (seperti native) dan <i>connected speech</i> , tanpa keraguan dan pengulangan/koreksi sendiri	dengan kecepatan normal (tidak seperti native) dan <i>connected speech</i> , dengan sedikit keraguan dan pengulangan/koreksi sendiri	pelan, penuh keraguan dan pengulangan/koreksi sendiri, tanpa <i>connected speech</i> .
3	Appropriateness	Mampu menggunakan ungkapan sesuai dengan situasi formal atau informal	Mampu menggunakan ungkapan tapi kurang sesuai dengan situasi formal atau informal	Menggunakan ungkapan tapi tidak sesuai dengan situasi formal atau informal
4	Non-Verbal Behavior	Menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Menggunakan sedikit kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Tidak menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai
Komentar Guru:				

Score criteria

Kriteria	Skor
Sangat baik	3
Baik	2
Kurang baik	1

Skor maksimal = 12

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Yogyakarta, January 29th, 2012.

Approved by,

English teacher

Researcher

Harowi, S.pd

Nurraufu

NIP. 19700612 200604 1 006

NIM. 06202241010

LESSON PLAN (2-3)

School : SMA Negeri 1 Imogiri Bantul

Subject : English

Class / semester : XI / 2

Standard Competence

9. Expressing meaning of transactional and interpersonal conversation in daily life context

Basic Competence

9.1. Expressing meaning of formal and non-formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life context which involves expressions of stance, love and sadness.

Objective

In the end of the lesson, students are expected to be able to respond orally, accurately, fluently, and acceptable to the expressions of stance in the formal and non-formal way.

Indicators

1. Students are able to identify the expressions of stance
2. Students are able to differentiate the use of normal and non-formal expression of stance
3. Students are able to express the expression of stance
4. Students are able to response the expression of stance
5. Students are able to make a brief conversation about the use of stance
6. Students are able to practice the brief conversation that usually happens when they have to give their point of view.

Text : *Interpersonal*

Topic : **the advantages of organic farming**

Aspect / Skill : Speaking

Time allocation : 2x 40 minutes

I. Teaching and Learning Materials

1. some conversations that consist of expressions of stances:
 - a. some expressions of how to give the stance in formal and non-formal way
 - b. Some expressions of how to response to the expressions of stance in formal and in-formal way.
 - c. Some expressions of how to ask the stance
 - d. Some expressions of how to response to the stance
2. Pronoun
3. To be
4. Some vocabularies related to the theme
5. Pictures

II. Teaching Methods / Technique: PPP

III. Steps of Teaching

No.	Activity	Students' response	Duration
1.	A. Opening		
	1. The teacher greets and asks the students' condition.	• Answer the question by saying "good morning and I am fine thank you".	1 minutes
	2. The teacher leads the students saying a prayer.	• Are praying.	1 minutes
	3. The teacher checks the students' attendance.	• Are saying "present".	1 minutes
	4. The teacher outlines and states the objectives of the lesson.	• Listen to the teacher.	1 minutes
2.	B. Main Activities		

	<p>classmate.</p> <p>e. The teacher asks the students to study some expressions of stance in the dialogue between Andi and Ayu.</p> <p>f. the teacher asks the students in pair to listen to a dialogue “<i>pesticide use management</i>”. After that, the students have to write down the expressions of stance that they hear.</p> <p>g. the teacher asks the students to study dialogue between Virga and Denias. They talk about the importance of non-pesticide management. After that, the students have to answer the questions and then the students have to act it out with their classmate.</p> <p>h. the teacher asks the students to listen and repeat some words related to the materials.</p> <p>i. the teacher asks the students in pair to create short dialogues based on the situation given.</p>	<ul style="list-style-type: none"> • Students study the expressions. • Students listen to the dialogue and write down the expressions of stance they hear. • Students study the dialogue, then they answer the questions, after that they act it out with their tablemate. • The students listen and repeat some words. • The students create the dialogue. 	
	<p>3. Production</p> <p>a. The teacher asks the students in each pair to perform their</p>	<ul style="list-style-type: none"> • The students perform 	15 minutes

	own dialogue. b. The teacher gives feedback on the answer and the students' performance.	the dialogue. <ul style="list-style-type: none"> The students listen to the feedback. 	
	C. Closing 1. The teacher directs the students to conclude the topic today. 2. The teacher and the students reflect the topic of the lesson. 3. The teacher asks students difficulties. 4. The teacher gives motivation to students to study. 5. The teacher leads students saying a prayer. 6. The teacher ends the lesson.	<ul style="list-style-type: none"> Conclude the topic today. Reflect the topic of the lesson. Share their difficulties. Listen carefully. Are praying. Say "good bye" 	1 minutes 1 minutes 1 minutes 1 minutes 1 minutes 1 minutes

IV. Teaching and Learning Sources / Media

1. Laptop
2. LCD
3. Whiteboard
4. Board marker
5. Students' worksheet

6. Relevant textbook : Priyana, J, Riandi, Mumpuni, P, A. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Grasindo.

7. Pictures

8. Internet resources:

V. Assessment

Teknik : Tes lisan dan unjuk kerja

Bentuk : Penampilan

Instruments : materials (task 1-10)

VI. Assessment rubric

No	Aspek yang dinilai	Sangat Baik	Baik	Kurang Baik
1	Accuracy	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta kesalahan gramatikal dan pengucapan minimum	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta sedikit kesalahan gramatikal dan pengucapan	Berbicara kurang natural, dengan intonasi yang kurang baik, serta banyak kesalahan gramatikal dan pengucapan
2	Fluency	Mampu berbicara dengan kecepatan normal (seperti native) dan <i>connected speech</i> , tanpa keraguan dan pengulangan/koreksi sendiri	Mampu berbicara dengan kecepatan normal (tidak seperti native) dan <i>connected speech</i> , dengan sedikit keraguan dan pengulangan/koreksi sendiri	Berbicara dengan pelan, penuh keraguan dan pengulangan/koreksi sendiri, tanpa <i>connected speech</i> .
3	Appropriateness	Mampu menggunakan ungkapan sesuai dengan situasi formal atau	Mampu menggunakan ungkapan tapi kurang sesuai dengan situasi	Menggunakan ungkapan tapi tidak sesuai dengan situasi formal atau

		informal	formal atau informal	informal
4	Non-Verbal Behavior	Menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Menggunakan sedikit kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Tidak menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai
Komentar Guru:				

Score criteria

Kriteria	Skor
Sangat baik	3
Baik	2
Kurang baik	1

Skor maksimal = 12

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Yogyakarta, January 29th, 2012.

Approved by,

English teacher

Researcher

Harowi, S.pd

NIP. 19700612 200604 1 006

Nurraufu

NIM. 06202241010

LESSON PLAN 4-5

School : SMA Negeri 1 Imogiri Bantul
Subject : English
Class / semester : XI / 2

Standard Competence

10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition

Basic Competence

10.2. Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of narrative, spoof and hortatory exposition

Objective

In the end of the lesson, after doing some discussion activities, students are expected to be able to express and respond orally, accurately, fluently, and acceptable to the simple monologue text of hortatory exposition.

Indicators

1. Students are able to identify the generic structures of hortatory exposition text
2. Students are able to identify the language features of hortatory exposition text
3. Students are able to identify the language function of hortatory exposition text
4. Students are able to response to the hortatory exposition text
5. Students are able to make a brief conversation about the use of hortatory exposition text
6. Students are able to practice the brief conversation that usually happens when they have to give their point of view.

Text	: Hortatory expression
Topic	: Is there any advantages and disadvantages of using Social Networking?
Aspect / Skill	: Speaking
Time allocation	: 4x 40 minutes

I. Teaching and Learning Materials

1. Some video of social networking
2. <http://www.youtube.com/watch?v=uyKe0Ag5Bpg> Pros and Cons of Facebook
3. <http://www.youtube.com/watch?v=ZxrlrbP4UNo> Social networking sites have educational benefits
4. Some vocabularies related to the theme
5. Pictures
6. Hortatory exposition text

II. Teaching Methods / Technique: PPP

A. Opening

- ✓ The teacher form students into group of four. Then the teacher gives them some pictures and asks some questions related to this. Do you know what these pictures tell you? What does the poster tell you?
- ✓ The students discuss the answer based on the pictures given.
- ✓ The teacher introduces the theme of the lesson today.

B. Main Activities

• Presentation

- ✓ The teacher asks the students to watch a video "*pros and cons about social networking*".
- ✓ The teacher asks the students to discuss some questions related to the video

- **Practice**

- ✓ The teacher asks the students to discuss unknown or difficult words related to the video.
- ✓ The teacher asks the students to list pros and cons about social networking that they get from the video.
- ✓ The teacher asks the students' opinion whether they pro or con to the statement.
- ✓ The teacher asks the students to read an article about " **Jakarta most active Twitter city** "
- ✓ The teacher asks the students to discuss some questions related to the article

- **Production**

- ✓ The teacher asks the students to read some opinions of people about "**Pros and Cons for Facebook and Twitter**"
- ✓ The teacher asks the students to choose which one of the opinions they agree with
- ✓ The teacher gives feedback on the answer and the students' performance.

C. Closing

- ✓ The teacher directs the students to conclude the topic today.
- ✓ The teacher and the students reflect the topic of the lesson.
- ✓ The teacher asks students difficulties.
- ✓ The teacher gives motivation to students to study.
- ✓ The teacher leads students saying a prayer.
- ✓ The teacher ends the lesson.

III. Assessment

Teknik : Tes lisan dan unjuk kerja

Bentuk : Penampilan

Instruments : materials (task 1-10)

IV. Assesment rubric

No	Aspek yang dinilai	Sangat Baik	Baik	Kurang Baik
1	Accuracy	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta kesalahan gramatikal dan pengucapan minimum	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta sedikit kesalahan gramatikal dan pengucapan	Berbicara kurang natural, dengan intonasi yang kurang baik, serta banyak kesalahan gramatikal dan pengucapan
2	Fluency	Mampu berbicara dengan kecepatan normal (seperti native) dan <i>connected speech</i> , tanpa keraguan dan pengulangan/ koreksi sendiri	Mampu berbicara dengan kecepatan normal (tidak seperti native) dan <i>connected speech</i> , dengan sedikit keraguan dan pengulangan/ koreksi sendiri	Berbicara dengan pelan, penuh keraguan dan pengulangan/ koreksi sendiri, tanpa <i>connected speech</i> .
3	Appropriatness	Mampu menggunakan ungkapan untuk menyapa dan berpamitan sesuai dengan situasi formal atau informal	Mampu menggunakan ungkapan untuk menyapa dan berpamitan tapi kurang sesuai dengan situasi formal atau informal	Menggunakan ungkapan untuk menyapa dan berpamitan tapi tidak sesuai dengan situasi formal atau informal
4	Non-Verbal Behavior	Menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Menggunakan sedikit kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Tidak menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai
Komentar Guru:				

Score criteria

Kriteria	Skor
Sangat baik	3
Baik	2
Kurang baik	1

Skor maksimal = 12

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Yogyakarta, January 29th, 2012.

Approved by,
English teacher

Researcher

Harowi, S.pd
NIP. 19700612 200604 1 006

Nurraufu
NIM. 06202241010

Lesson Plan 6

School : SMA Negeri 1 Imogiri Bantul

Subject : English

Class / semester : XI / 2

Standard Competence :

10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition

Basic Competence :

10.2. Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of narrative, spoof and hortatory exposition

Objective :

In the end of the lesson, after doing some discussion activities, students are expected to be able to express and respond orally, accurately, fluently, and acceptable to the simple monologue text of hortatory exposition.

Indicators :

1. Students are able to identify the generic structures of hortatory exposition text
2. Students are able to identify the language features of hortatory exposition text
3. Students are able to identify the language function of hortatory exposition text
4. Students are able to response to the hortatory exposition text
5. Students are able to make a brief conversation about the use of hortatory exposition text
6. Students are able to practice the brief conversation that usually happens when they have to give their point of view.

Text : *hortatory exposition*

Topic : **the smooking should be banned**

Aspect / Skill : Speaking

Time allocation : 2x 40 minutes

I. Teaching and Learning Materials

1. some conversations that consist of expressions of hortatory exposition text:
 - a. some expressions of hortatory exposition text in formal and non-formal way
 - b. Some expressions of how to response to the expressions of hortatory exposition text in formal and in-formal way.
 - c. Some expressions of how to ask the hortatory exposition text
 - d. Some expressions of how to response to hortatory exposition text
2. Pronoun
3. To be
4. Some vocabularies related to the theme
5. Pictures

II. Teaching Methods / Technique: PPP

III. Teaching stages

A. Opening

1. The teacher greets and asks the students' condition.
2. The teacher leads the students saying a prayer.
3. The teacher checks the students' attendance

B. Main Activities

• Presentation

The teacher leads the topic by asking:

- ✓ Do you know what these pictures tell you? What does the poster tell you?
- ✓ The teacher introduces the theme of the lesson today.

• Practice

- ✓ The teacher asks the students to work in group of four

- ✓ The teacher gives the chance to the students to discuss the advantages and disadvantages of smoking based on their knowledge.
- ✓ The teacher asks the students to study some italics expressions in the dialogue between Andi and Ben.
- ✓ The teacher asks the students to practice the dialogue
- ✓ The teacher asks the students to ask and answer questions related to the dialogue given.

- **Production**

- ✓ The teacher asks the students to watch the video entitle “Smokers' Corner at Findlay High”
- ✓ The teacher asks the students to discuss some questions related to the video.
- ✓ The teacher gives feedback on the answer and the students' performance.

c. Closing

- ✓ The teacher directs the students to conclude the topic today.
- ✓ The teacher and the students reflect the topic of the lesson.
- ✓ The teacher asks students difficulties.
- ✓ The teacher gives motivation to students to study.
- ✓ The teacher leads students saying a prayer.
- ✓ The teacher ends the lesson

IV. Assessment

Teknik : Tes lisan dan unjuk kerja

Bentuk : Penampilan

Instruments : materials (task 1-10)

V. Assesment rubric

No	Aspek yang dinilai	Sangat Baik	Baik	Kurang Baik
1	Accuracy	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta kesalahan gramatikal dan pengucapan minimum	Mampu berbicara dengan natural, menggunakan intonasi yang baik, serta sedikit kesalahan gramatikal dan pengucapan	Berbicara kurang natural, dengan intonasi yang kurang baik, serta banyak kesalahan gramatikal dan pengucapan
2	Fluency	Mampu berbicara dengan kecepatan normal (seperti native) dan <i>connected speech</i> , tanpa keraguan dan pengulangan/ koreksi sendiri	Mampu berbicara dengan kecepatan normal (tidak seperti native) dan <i>connected speech</i> , dengan sedikit keraguan dan pengulangan/ koreksi sendiri	Berbicara dengan pelan, penuh keraguan dan pengulangan/ koreksi sendiri, tanpa <i>connected speech</i> .
3	Appropriatness	Mampu menggunakan ungkapan sesuai dengan situasi formal atau informal	Mampu menggunakan ungkapan tapi kurang sesuai dengan situasi formal atau informal	Menggunakan ungkapan tapi tidak sesuai dengan situasi formal atau informal
4	Non-Verbal Behavior	Menggunakan kontak mata yang baik, mimik muka dan bahasa tubuh yang sesuai	Menggunakan sedikit kontak mata yang baik, mimik muka dan bahasa tubuh	Tidak menggunakan kontak mata yang baik, mimik muka dan bahasa

			yang sesuai	tubuh yang sesuai
Komentar Guru:				

Score criteria

Kriteria	Skor
Sangat baik	3
Baik	2
Kurang baik	1

Skor maksimal = 12

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Yogyakarta, January 29th, 2012.

Approved by,
English teacher

Researcher

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Nurraufu



MATERIALS FOR THE SECOND CYCLE

MEETING I-II

HORTATORY EXPOSITION

The Social function of a hortatory exposition is to persuade the reader or listener that something should or should not be the case. Then the purpose of this hortatory is influencing and persuading the readers by presenting the supporting arguments. In many social activities, hortatory is applied for writing recommended thought, sales letter, advertising, speech campaign, and news advertorial. Hortatory text is one of text types of argumentative genres which has function to persuade readers. Since it is one type of argumentative passages, it is very similar to analytical exposition. Both hortatory and analytical exposition state thesis as the introduction. Both present argumentation to support the stated thesis. However hortatory expositions make the argumentation into a higher level. It is closed by certain recommendation and makes hortatory exposition differs from analytical exposition.

Generic Structures	Language Feature
a. Thesis	Focusing on the writer
b. Arguments	b. Using abstract noun
c. Recommendation	c. Using action verb
	d. Using thinking verb
	e. Using modal adverb; certainly, surely, etc
	f. Using temporal connective; firstly, secondly, etc
	g. Using evaluative words; important, valuable, trustworthy, etc
	h. Using passive voice
	i. Using simple present tense



SOCIAL NETWORKING

The transcript of the video: *pros and cons of face book.*

Facebook is a very popular social networking site. That is free for all users. There are pros to using this site, and there are cons. **Pros:** facebook has the highest user percentage of all social media sites, which means there is a good chance that most of your friends, co-workers, and relatives will have a facebook page that you can interact with. Facebook allows you to reconnect with a lot of old friends and make new ones too! Facebook allows you to keep in touch with people who live far away. Facebook acts as your very own calendar, telling you when events and birthdays are. face book is also one of the best ways to organize and share photos. Facebook is also great for communicating with multiple people. Or, for communicating with one person instantly. **Cons.** Spam is a problem with facebook because it seems like everyone will send you invitations to games and things like that. Facebook can also be used as a cyber-bullying outlet. There are information fields on facebook that could potentially make it easier for people to stalk you if you aren't careful. These fields include your email, phone number, and address. Facebook is incredibly addictive. Countless hours are wasted on facebook when people should be doing other things like homework. If you have nothing better to do, you may find yourself doing an hourly check which is not a good thing. So we ask ourselves: do we really need facebook? Are social networking sites that important to our society? It's up to you to weigh out the pros and cons and decide. For me, I find facebook a valuable tool in today's world.

SOME OPINIONS

With facebook you can connect really easily to old friends and family members, the bad thing is that facebook will make your computer run slow and if you have friends from school on your facebook, you're going to find a lot of drama. And depending on how many friends you have from school on your facebook you could possibly get weird instant messages or friend invites. plus facebook can't make up its mind and changes everything so quickly, especially with the new timeline they are going to have.



Facebook is a closed network, so Google and other search engines won't be able to index whatever content you put there - your choice if that's a pro or con, but should Facebook ever shut down, you'll lose a lot of information. Facebook is also connected to a lot of games like Farmville and Mafia Wars - which are fine if you like them, but can be annoying if you don't. Facebook in general wants to be your one stop website.

Facebook shares your entire life to random people. I've never had a Facebook because at my age it's just too much drama. It's scary the power some people have using Facebook. I watched a documentary where a lady had a completely different life on Facebook because she was allowed to save pictures from random accounts and just use them as her own.

PROS AND CONS FOR FACEBOOK AND TWITTER

By [HiConcept Media Inc](#) on Saturday, February 26, 2011 at 11:29pm

Facebook

Facebook is the most popular social networking site today, with more than 350 million registered users. It's a site that lets people share updates, photos, videos, articles. Businesses and organizations can create "Fan Pages," which other Facebook visitors can become fans of.

What's good...?

- The user base is huge, 350,000,000 people
- Easy to use
- Multimedia, pictures, videos, article content can be integrated with your profile.
- You can separate your personal and professional use.

What's not so good...?

- You have limited ability to customize your Fan Page.
- Fan Pages do not have email alerts; you will have to check to see if there is any activity.



- It's a closed environment — only Facebook users can become fans or friends of your business or organization.

Twitter

Twitter is a social networking service that allows users to communicate. It's open to anyone (Facebook is not), so you can follow or be followed by anyone. Users create short messages and updates called Tweets which have a 140 character maximum length. . Tweets can be very easily "Retweeted".

What's good...?

- Twitter is public, which can help to give your company good visibility, creditability, and SEO (greater exposure in web search results).
- The site is more open than Facebook, so it's easier to build a community of potential customers you don't personally know.
- Users are very vocal, so if they are happy with your business, they'll state it.

What's not so good...?

- The site is text only — pictures and video are shared through secondary links.
- It's challenging to say something of significance in only 140 characters.
- It's hard to make a single 140 character Tweet stand out in the crowd.
- Users are very vocal, so if they not happy with your business, they'll say it

My mom won't let me have a Facebook

I'm 12 and responsible. I've asked her like twice and she's like well see or I'll think about it and never does! I really want one and wouldn't care if she knew my password or anything....please help me on what to say!!

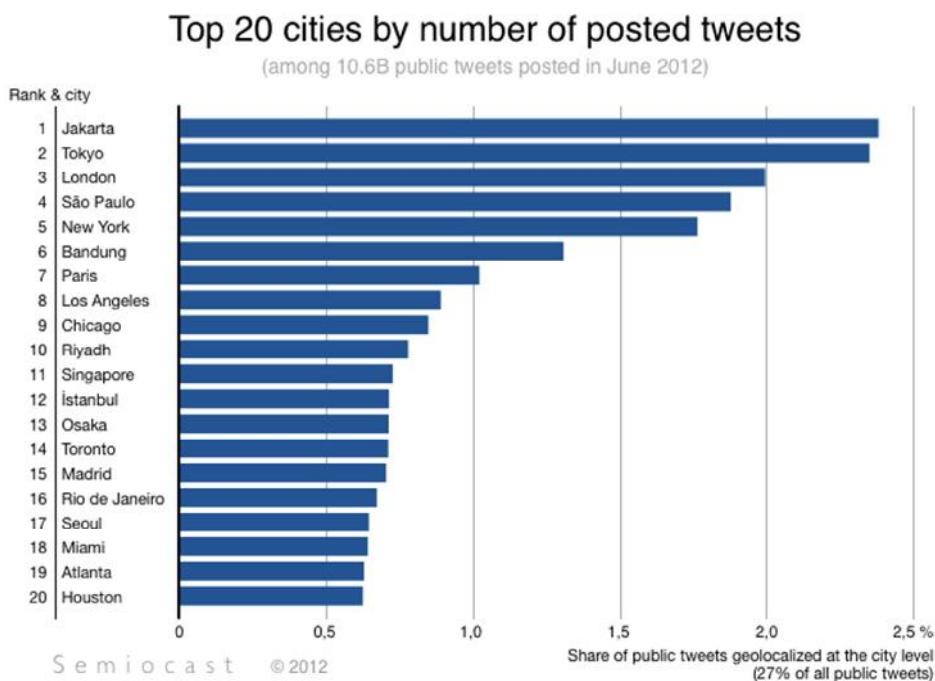
Thanks!!



An article

Jakarta most active Twitter city

This study reveals that users from Jakarta were the most active within all cities ranked by the number of posted tweets. Using Semiocast's technology, 27% of all public tweets were geo-localized at the city level. More than 2% of all these tweets were posted from the capital of Indonesia, witnessing the activity of Twitter in the country. Bandung, its second largest metropolitan area, ranks 6th.



Unsurprisingly, Tokyo ranks second. London ranks third, and the next city in the U.K. is Manchester and accounts for about 0.4% of all public tweets geo-localized at the city level. The first U.S. city is New York and only ranks 5th. As a sign that Twitter grew out of its homeland, San Francisco, where the company is headquartered, represent less than 0.2% of all tweets geo-localized at the city level.

Arabic usage continues to grow on Twitter: it is now the 6th language with 2.8% of all public tweets posted in June 2012. As another sign of this growth, Riyadh is now the 10th most active



city, and the number of registered users in Saudi Arabia grew by +93% in six months, reaching 2.9M

ACTIVITY 1

Discuss with your group what you know about the picture. If you are an expert in one of these pictures, tell the class a few facts about it.

1.



<http://www.pickmore.com/wp-content/uploads/2008/09/facebook-new-homepage.jpg>

2.



<http://2.bp.blogspot.com/-0tK7CqGB4UA/TaePRIDAZqI/AAAAAAAAABB0/lc3BhggIYIQ/s1600/Twitter+New+Design.png>

ACTIVITY 2

Think about the answers to these questions. Work with your group member.

1. What are some controversial issues in using social networking nowadays?
2. How can using a face book page or twitter page improve someone's social life and ability to communicate?
3. What are some advantages and disadvantages of both face book page and twitter page?

**ACTIVITY 3**

Still with the same group, listen to the file” *pros and cons about social networking face book*”. *Fill the blank space.*

ACTIVITY 4

After you get the whole information, re listen and watch the file again to make you understand.

ACTIVITY 5

Each group studies some vocabularies according to the video. Then practice how to pronounce them correctly.

ACTIVITY 6

In your group of four, discuss the answer of some questions based on the video given.

1. What is the video about?
2. What information do you get from the video?
3. Who is the speaker of the video?
4. What are the pros that the speaker says?
5. What are the cons that the speaker says?
6. Do you agree or not with the speaker?
7. Please give your view whether you pros or cons to the speaker.

ACTIVITY 7

Please work in group of four, read some opinions about the use of facebook and twitter page, do not forget to state your own sense about it.

ACTIVITY 8

Please work in group of four, read some pros and cons about the use of facebook and twitter page, do not forget to state your own sense about it.



ACTIVITY 9

Please work in your group again, give your point of view about the situation below, should or should not she gets the FB page?

My mom won't let me have a Facebook
I'm 12 and responsible. I've asked her like twice and she's like well see or I'll think about it and never does! I really want one and wouldn't care if she knew my password or anything....please help me on what to say!!

Thanks!!

ACTIVITY 10

In your group of four, discuss the answer of some questions based on an article **Jakarta most active Twitter city**

1. What is the article about?
2. What information do you get from the article?
3. Do you agree or not with the article?
4. Please give your view whether you pros or cons to the article.



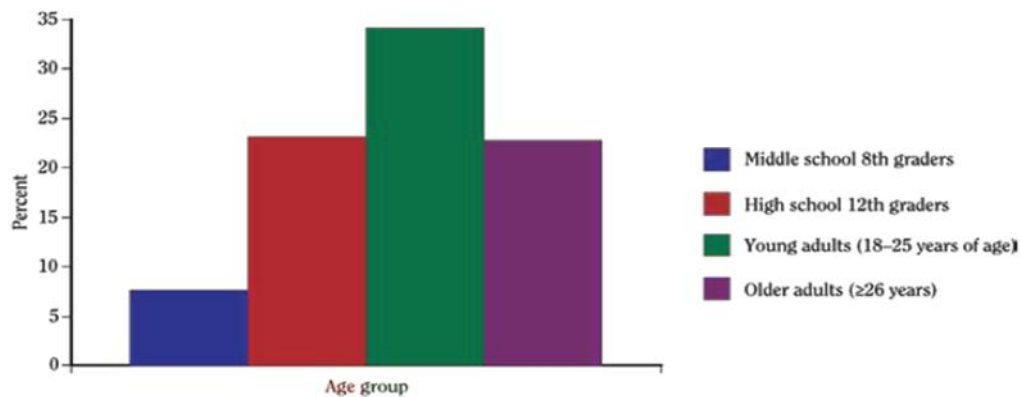
Meeting III

BANNING SMOKING

ACTIVITY 1

Discuss with your group what you know about the picture. If you are an expert in one of these pictures, tell the class a few facts about it.

Figure 3.2 Percentage of middle school 8th graders, high school seniors, young adults (18–25 years of age), and adults (≥26 years of age) who currently smoke cigarettes; National Youth Tobacco Survey (NYTS)^a 2009 and National Survey on Drug Use and Health (NSDUH)^b 2010; United States



<http://www.clarionledger.com/article/20130211/OPINION/302110006/Why-can-t-state-pass-law-banning-smoking-public-places->



<http://www.houstontx.gov/health/Environmental/smokingpage.html>



ACTIVITY 2

Listen to the dialogue between Andi and Bayu then act it out with your partner. Pay attention to the intonation and your body language

Andi : Hi

Bayu : Hi, What's happening?

Andi : Nothing much. I'm just watching a debate on TV. It's about banning smoking in public buildings.

Bayu : Oh, yeah. I heard that that was going to be on. So, what do you think about it?

Andi : Well, I don't think people should be allowed to smoke in public places, so I support the ban

Bayu : Really? I'm surprised. I'm a smoker, so I should have the right to smoke whenever I want.

Andi : But don't you think that non-smokers have rights, too?

Bayu : Sure. You don't have to smoke if you don't want to. What's the problem?

Andi : Well, I think that I should have the right not to breathe smoke

Bayu : So why can't you just go outside if it bothers you?

Andi : I could ask you the same question. Why can't smokers just go outside if they want to smoke?

Bayu : Well, smoking is part of my lifestyle. I can think better if I have a cigarette.

Andi : I can breathe better if I don't have to breathe smoke. Smoking is bad for your health. Doctors say that even breathing second-hand smoke can cause cancer.

Bayu : Well, I'm a smoker, and my health is good.

Andi : Yes, but will it be good in fifteen years?

Bayu : I hope so.

Andi : I hope so, too. Listen, I think we'll just have to agree to disagree about this subject. Do you want to watch the debate with me?

Bayu : Sure.



ACTIVITY 3

Look at again the dialogue between Andi and Bayu then answer the following questions.

Questions

1. What are they talking about?
2. What does Andi say?
3. What does Bayu say?
4. Why is it important to ban smoking?
5. What will you react about the statement “smoking is bad for your health”?

ACTIVITY 4

Please re-construct a conversation like Andi and Bayu do with your own style and character, you may choose your partner in your own group, then act it out.

ACTIVITY 5

Please watch a video “**Smokers' Corner at Findlay High**”, after that discuss some questions below

1. What is the video about?
2. What information do you get from the video?
3. Who is the speaker of the video?
4. Do you agree or not with the speaker?
5. Please give your view whether you pros or cons to the speaker.



MATERIALS FOR THE FIRST CYCLE

MEETING I

GLOBAL WARMING

In your daily life you often find people who need your view on some issues. You need to express your stance on something in the appropriate manners. Do you know how to do it very well?

SOME DIALOGUES

SAVING ENERGY CAN REDUCE GLOBAL WARMING

- Mother : What do you think of this refrigerator?
- Nita : I think the other one's better.
- Mother : Really? But this one's cheaper. And look at the design. It's great isn't it?
- Nita : Yes, but it doesn't have an Energy Star sticker.
- Mother : What sticker?
- Nita : Energy Star sticker.
- Mother : What does a sticker affect?
- Nita : Well, the sticker tells you that the product has been checked and approved by an international body of its efficiency.
- Mother : Are you sure?
- Nita : I'm definitely sure mom. All electronic appliances which have this Sticker on it means they don't waste electricity. We automatically will also save money from saving electricity.
- Mother : Where did you learn that from?
- Nita : From an article that I read.
- Mother : OK, we'll take the one with the Energy Star sticker on it.

- Helmi : Retno, what do you think is the best action to reduce global warming?
- Retno : I think everyone should start changing their way of life.
- Helmi : What do you mean?
- Retno : Well, we have to start to do what we can, to help reduce global warming.
- Helmi : What do you suggest that we should do?
- Retno : Well, there are lots of things that we can do. We should start saving electricity, start recycling things, start using public transport means, buying and consuming as much as we need only, etc. Basically, just save anything that we can.
- Helmi : Wow! You know a lot of things about reducing global warming. Where did you learn all of that from?
- Retno : Well, I read newspapers, magazines, and also search for information in the internet. Actually, I want to inform what I've learned to everyone so that everybody can start helping to save our mother nature.
- Helmi : You're so awesome. How about if you write it in our school magazine next month?
- Retno : That's a great idea. I'll do that.
- Helmi : OK, I've got to go now.
- Retno : Bye.

Expressing Stance

The examples of expression on how to express stance:

Andi says *I think we should manage the use of pesticides because ...* (Express his stance).

The expression *I think.....* is used both in formal and in informal situations.

There are some other expressions you can use to express stance, for example:

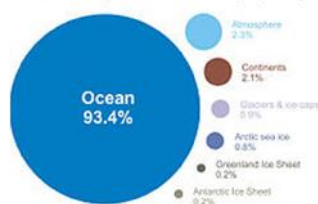
Personally, I believe My view of.... is..... From my point of view, If you ask me, You know what I think? (I think) I guess
--

TASK 1

In pairs, study the poster and answer the questions based on your knowledge.



Where is global warming going?



1. What does the poster tell you?
2. Why is it important for us to stop global warming?
3. Do you know how we can help stop global warming?
1. In your opinion, what causes global warming?
2. How do you think global warming can be stopped or reduced?
3. Should every one participate in handling the problem?
4. How can we make other people see and start their act to reduce global warming?
5. When do you think we should start to take actions to fight against global warming?

TASK 2

Work in pairs and match each word/phrase with its meaning

1. Global warming	a) the production or release of something
2. Greenhouse gas	b) the gas breathed out by people by people and animals from the lungs or produced by burning carbons
3. Carbon dioxide	c) the increase of the earth's temperature because green house gases trapped the sun's heat in the atmosphere

4. Emissions	d) a colorless gas, produced naturally from rotting organic waste and is one of the main greenhouse gas
5. Methane	e) gases which are thought to contribute to the rise of temperature of the earth's atmosphere
6.	f)

TASK 3

Listen to the following dialogue between Mother and Nita in their office, study the following expressions. In the dialogue that you listen to, you find the following expressions:

- *What do you think of this refrigerator?*
- *So, do you think I should buy those florescent light bulbs?*
- *I think the other one's better*
- *In my opinion, you should buy the florescent light bulbs.*

Those expressions are used to ask for opinions.

Here are other expressions that you can also use:

Asking for opinion	Giving for opinion
<ul style="list-style-type: none"> • What is your opinion? • What do you think of...? • How do you feel about...? • How do you see ...? 	<ul style="list-style-type: none"> • I think ... • I believe ... • I feel ... • It seems to me ...

TASK 4

Complete the following dialogues.

1. What do you think we should do to save energy? _____
2. What do you think will happen if we don't stop global warming? _____
3. _____ of the carbon credits?
4. What is your opinion on the tree planting action? _____
5. _____ of unplugging electronic devices when they are not being used?

TASK 5

Please discuss those questions related to the conversation between Helmi & Retno

Questions

1. What does Helmi ask Retno for?
2. What is Retno's opinion on the action that should be done to reduce global warming?
3. Where did Retno learn all the information on global warming?
4. What does Helmi think of Retno?
5. What does Helmi suggest that Retno should do?

TASK 6

Discuss the following questions. You may answer based your arguments on the articles you read in the internet, newspapers, magazines, textbooks, or any other sources.

1. In your opinion, what causes global warming?
2. How do you think global warming can be stopped or reduced?
3. Should every one participate in handling the problem?
4. How can we make other people see and start their act to reduce global warming?
5. When do you think we should start to take actions to fight against global warming?

MEETING II-III

Organic Farming

In your daily life you often find people who need your view on some issues. You need to express your stance on something in the appropriate manners. Do you know how to do it very well?

Pictures:

1. _____



2. _____



3. _____



4. _____



5. _____



TASK 1

Based on those pictures above, please say no if it is not and please say yes if it is yes to the five sentences below:

Picture 1: In the first picture, we see that the man is looking for inorganic food. Yes / no

Picture 2: Based on the second picture, we know that she cooks organic food. Yes / no

Picture 3: The third picture shows us that the woman collects organic farming product. Yes / no

Picture 4: We can see the fourth picture that the whole family members are vegetarians. Yes / no

Picture 5: By looking at the fifth picture, we see that the woman loves to eat some meats. Yes / no

TASK 2

In groups of three, based on your knowledge, discuss the advantages of organic farming. List the advantages in the column below and then share your list with the class.

No	Aspects	Advantages
1.	Farmers' health	-----
2.	Farming cost	-----
3.	Product quality	-----
4.	Long term advantages	-----

TASK 3

Listen to the dialogue between Andi and Ayu on the Pesticide Use Management and then answer the following questions.

- Andi : Hi, Ayu, do you know that our village has some organic farms?
- Ayu : Yes, of course. I've just knew it a week ago.
- Andi : Really? I've just know it this morning.
- Ayu : My father told me that some of my neighbours do organic farming.
- Andi : So, there will be no pesticide in the product. Do you think it's good?
- Ayu : Yes, I think it is great because most pesticides are designed to be toxic to their target pests and some substance can be harmful if used improperly. What is your view on the use of pesticides?
- Andi : Well, I think we should, at least, manage the use of pesticides because some pesticides affect non target animals such as fish and bees. They affect the natural balance.
- Ayu : Your view sounds great.
- Andi : Thanks. Do you want to see the farms with me?
- Ayu : If you say so.
- Andi : What are we waiting for? Let's go.

Questions

1. What are they talking about?
2. Who does organic farming in their village?
3. Why is it important to control the use of pesticides?

4. What is Ayu's view on organic farming?
5. What is Andi's stance in pesticide use management?

TASK 4

Listen to the dialogue in Task 2 once more and then complete the following points. Compare your answers with a classmate's.

- Pesticides may ... if it is used improperly.
- Pesticides can affect the natural balance because....
- Pesticide use management should....

TASK 5

Study the following expressions. In the dialogue between Andi and Ayu in Task 3, you find an expression on how to express stance.

Andi says *I think we should manage the use of pesticides because ...* to express his stance.

The expression *I think*..... (Use both in formal and in informal situations).

There are some other expressions you can use to express stance, for example:

In formal situation	In non-formal situation
Personally, I believe....	If you ask me ...
My view of... is.....	You know what I think? (I think).....
From my point of view ...	I guess.....

TASK 6

In pairs, listen to some dialogues on pesticide use management and then write down some stances you find in the dialogues.

1. Man : I've heard that the government will limit the level of pesticides used in conventional farming.

Woman : That's a really good step. In my view, pesticides can be harmful if they are used excessively.

2. Woman : Do you know that the price of organic farming product is higher than that of the conventional one?

Man : Yes, I think that's reasonable because of the higher production cost for organic farming. Furthermore, organic farming products are healthier than the conventional ones since they are free of chemical substances.

3. Man : Listen, my uncle plans to run organic farming in the near future. Now, he is trying to collect people who want to join his new business.

Woman : Organic farming? I'd say it is a great idea. If you ask me, organic farming should replace the conventional one because it produces healthier products.

4. Woman : My son suffers from a certain type of colon cancer. The doctor said that it is caused by the food he consumes. The food may contain harmful chemical substances like pesticides. I think we should reduce the consumption of such foods.

Man : Yes. And if you ask me, the government should control the use of pesticides or other kinds of chemical substances tightly.

5. Man : Why do you keep using the organic farming method? It costs higher than that of the conventional one.

Woman : Well, I guess organic farming is healthier than the conventional one. It reduces the soil damage and produces healthier foods.

No	Stances
1	
2	
3	
4	
5	

TASK 7

Study the following dialogue between Virga and Denias. They talk about the importance of non-pesticide management. After that, answer the questions and then act it out with your classmate.

Virga : Hi, Denias. You look so happy.

Denias : Hi, Virga. Yes, I'm very happy. My parents plan to establish an organic husbandry. We will produce organic milk.

Virga : Really? That's great. I've heard that organic milk is better than the conventional one.

Denias : Yes. When conventional husbandry uses animal drugs, including hormones to promote growth, feed additives, and feed supplements which may violate the Federal Food, Drug, and Cosmetic Act, organic husbandry doesn't use any.

Virga : Will it reduce the amount of the milk production?

Denias : I don't think so. An organic husbandry provides high levels of fresh grass. It is believed that it produces milk which is on average, 50% higher than the conventional one.

Virga : What about its nutrition? I think it is also better than the conventional one.

Denias : Of course. I think organic milk contains no unnecessary chemicals since we don't use drugs and other feed additives. Personally, I'd say that organic husbandry produces milk better than the conventional one.

- Virga : Yes. I think the government should give better support on the development of organic husbandry in Indonesia because it produces quality milk.
- Denias : That's a great suggestion for the development of better life.
- Virga : Thanks.

TASK 8

Listen and repeat after your teacher.

Words:

1. Them
2. These
3. Health
4. This
5. With
6. Their
7. Synthetic
8. Birth
9. Method
10. Path

TASK 9

In pairs, complete the following dialogue and then act it out with your partner

- Man : Do you think that it is important to give our children fruits and vegetables?
- Woman : Yes, our children need fruits and vegetables to make them healthy and strong.
- Man : But, I've heard that fruits and vegetables contain large amount of pesticides. It may.....
- Woman : Yes, you're right. I think it's better for us to give our children ... because....
- Man : What you said is correct. We'd better give them ... although they cost higher than conventional fruits and vegetables.

Woman : Absolutely. We cannot put our children in danger by giving them unhealthy fruits and vegetables.

TASK 10

In pairs, create short dialogues based on the following situations. Then, act them out with your partner.

Situations:

1. You and your friends visit an organic farming near your school. You propose to the teacher to visit the farming more often to understand organic farming better.
2. Your father is a farmer. You advise him to reduce the use of pesticides and start using organic farming method as it produces healthier products.
3. You suggest your biology teacher to hold an event in order to introduce organic farming to the society. You notice that pesticides and other chemical substances are used improperly in your area.

TASK 11

Interview 5 of your classmates and ask them about agriculture in Indonesia. Note down their view on the issue and their suggestions as well. Report your interview to your classmates in groups of four.

Report sheet	
Name	:
Student's number	:
Stances	Suggestions

--	--

• OBSERVATION GUIDELINE

An observation sheet of the teacher's activities

Hari/ tanggal :

Materi :

Siklus :

A. PERSIAPAN

1. Bagaimana penataan kelas (dinding, meja kursi guru/siswa, alat- alat dll)?

.....

2. Bagaimana persiapan prosedur (Rencana Pembelajaran)?

- a. Tujuan :
- b. Materi :
- c. Media :
- d. Waktu :
- e. Lain-lain :

B. PELAKSANAAN

1. Bagaimana guru memulai pelajaran?

.....

2. Bagaimana penampilan guru?

- a. Kerapian :
- b. Volume suara :
- c. Pandangan Mata :
- d. Kecepatan Bicara :
- e. Kelancaran Bicara :
- f. Kejelasan Ucapan :
- g. Ketepatan Kata :
- h. Kepercayaan Diri :
- i. Pengendalian Emosi :

3. Bagaimana kesesuaian pelaksanaan dengan tujuan?

.....

4. Bagaimana penguasaan materi?

.....

5. Bagaimana penggunaan metode?

.....

6. Bagaimana penggunaan waktu?

.....

7. Bagaimana penggunaan alat bantu?

.....

8. Bagaimana pemberian motivasi siswa?

.....

9. Bagaimana membimbing siswa?

.....

10. Bagaimana teknik bertanya?

.....

11. Bagaimana memonitor kerja siswa?

.....

12. Bagaimana variasi tugas?

.....

13. Bagaimana pengembangan materi?

.....

14. Bagaimana pemberian hadiah/ hukuman?

.....

15. Bagaimana pengendalian/ atmosfir kelas?

.....

C. PENILAIAN

1. Bagaimana kesesuaian & tingkat kesulitan alat penilaian dengan tujuan?

.....

2. Bagaimana peningkatan penguasaan, hasil bersama & motivasi siswa?

.....

An observation sheet of the students' activities

Hari/ Tanggal :

Materi :

Siklus :

1. Bagaimana siswa dalam mengerjakan tugas sendiri/ individu?
.....
2. Bagaimana siswa dalam bekerja/ belajar berpasangan?
.....
3. Bagaimana siswa dalam bekerja secara berkelompok?
.....
4. Bagaimana siswa dalam bertanya jawab?
.....
5. Bagaimana perhatian/ konsentrasi siswa?
.....
6. Bagaimana partisipasi siswa dalam pelajaran?
.....
7. Bagaimana rasa keingintahuan siswa?
.....
8. Bagaimana motivasi para siswa dalam berdiskusi?
.....
9. Bagaimana tingkat pemahaman siswa terhadap:
 - a. Task 1?
 - b. Task 2?
 - c. Task 3?
 - d. Task 4?
 - e. Dst.
10. Bagaimana komunikasai bahasa Inggris siswa?
 - a. Tingkat keberanian?
 - b. Kemampuan?
 - c. Kefasihan/ kelancaran?
 - d. Ketepatan kata/ istilah?
 - e. Tingkat kepercayaan diri?
 - f. Tingkat penguasaan kosakata?

11. Bagaimana siswa mendapat umpan balik dari guru/ siswa lain?

.....

12. Bagaimana perilaku siswa dalam mengikuti pelajaran?

.....

13. Bagaimana peningkatan penguasaan materi pelajaran siswa?

.....

Observer/ Kolaborator

.....

- INTERVIEW GUIDELINE

- ✓ **Reconnaissance**

- a. The interview guideline with the teacher

Waktu / tanggal : 2 February 2012

Tempat : Ruang guru

R: assalamualaikum, pagi ibu saya Nurraufu mahasiswa UNY jurusan pendidikan bahasa inggris yang ingin melakukan penelitian dikelas ibu,

ET: oh iya mari mbak, ada apa?ada yang bisa saya bantu?

R: iya ibu, saya ingin wawancara dengan ibu tentang karakteristik siswa kelas XI IPS – 4 sebelum saya melakukan tindakan,

ET: oia mbak *monggo*, tentang apa saja mbak?

R: bagaimana kemampuan bahasa inggris anak anak kelas XI IPS – 4 bu? Terutama *speaking skill* nya ibu?

ET: ya kalau khusus anak anak kelas XI IPS – 4 kemampuannya sedikit terbatas kalau dibandingkan dengan anak anak kelas IPA mbak, karakteristik anak anak kelas IPS dengan IPA berbeda mbak.

R: oh begitu ya bu, bagaimana tentang keaktifan mereka sendiri ibu?

ET: mereka cukup ramai dikelas mbak, kadang kadang saya tidak bisa focus saat mengajar mereka. nanti mbaknya bisa lihat sendiri dikelasnya.

R: cara ibu mengatasi masalah itu bagaimana ibu?

ET: ya saya berusaha mengajar mereka dengan cara memberikan materi yang bisa membuat mereka lebih focus mbak, seperti memberikan mereka bacaan, latihan di LKS.

R : oh iya efektif gak ibu?

ET: ya kadang kadang mbak, mereka masih saja ramai

R : Terus kalau dalam mengajar, ibu biasanya menggunakan teknik dan media apa bu?

ET: paling mereka saya suruh mengerjakan tugas secara berpasangan mbak, kadang individu juga, kalau media jarang saya pakai mbak.

R: kalau teknik diskusi sudah pernah diterapkan tidak ibu?

ET: kebetulan belum ya mbak, melihat karakteristik siswa yang seperti itu, saya jarang menggunakan teknik diskusi

R: saya kan ingin melakukan tindakan untuk meningkatkan speaking skill siswa dengan menggunakan teknik diskusi ibu, menurut ibu bagaimana? Efektif atau tidak ibu?

ET: ya dicoba aja mbak, siapa tahu nanti pas mbaknya yang mengajar anak anak jadi termotivasi, jadi saya juga bisa ambil manfaat dari itu mbak

R : baiklah ibu, terus bagaimana dengan fasilitas mengajar disini ibu, seperti LCD dsb, sebab nanti saya ingin menggunakan LCD ibu,

ET: belum lengkap mbak, LCD ada Cuma satu, nanti kalau ingin pakai hubungi TU dulu mbak

R: oiya ibu, bagaimana dengan buku yang ibu gunakan dalam mengajar? Buku apa aja ibu biar nanti saya bisa jadikan referensi ibu

ET: ya saya paling menggunakan LKS mbak, mereka mengerjakan tugas di LKS saja.

R : oh iya ibu, mungkin itu dulu ya ibu, nanti saya akan ikut masuk dengan ibu untuk melakukan observasi dikelas ibu

ET: oh iya mbak nanti saya panggil ya mbak

R : terima kasih ibu atas waktu dan infonya

ET: sama sama mbak

b. Interview guideline with the students class XI IPS – 4

Waktu / tanggal : 2 February 2012

Tempat : diluar kelas

R: Hai, namanya siapa dek?

S: Nur mbak

R: suka bahasa inggris gak dek?

S: suka mbak,

R: pernah melakukan diskusi gak dek?

S: belum, eh jarang mbak

R: Kenapa?

S: ya ibunya jarang nyuruh mbak

R: kalau adek Nur suka diskusi gak?

S: suka mbak, asyik kan bisa tukar pendapat gitu kan mbak,

R: O gitu. Sering pake bahasa Inggris gak dikelas

S: emm dikit mbak

R: gimana dengan teman temanmu? Mereka suka pakai bahasa inggris gak dikelas?

S: jarang si mbak

R: sering disuruh ngapain ma ibu gurunya dikelas?

S: paling ngerjain tugas di LKS mbak,

R: gimana dengan teman temanmu dikelas? Pas jam pelajarn mereka ramai atau focus belajar?

S: Eh ramai banget mbak

R: kenapa ya kira kira mereka bisa begitu ramai?

S: ya kan karena jumlahnya kita banyak mbak, terus suaranya ibu dalam mengajar juga kecil jadi mereka jadi ramai deh hehe

R: terus cara mengajar yang seperti apa yang adek suka? Kegiatan dikelas yang seperti apa yang adek suka?

S: ya pakai *games* gitu mbak atau gak diskusi mbak

R: oh gitu aja ya dek, terima kasih waktu dan infonya

S: sama sama mbak

✓ **Reflection**

CYCLE I

Meeting I (interview with the students)

....

R : bagaimana dengan cara penyampaian atau instruksi yang saya lakukan tadi? kalian paham atau bagaimana?(did you understand the researcher's instructions in delivering the materials?)

S1, S2 : paham Miss, jelas kok Miss,(yes I understood, it was clear)

S3, S4 : kita juga paham Miss.(we did)

(Interview transcript 6)

R: berarti paham ya, bagaimana dengan cara penyampaian miss selama ini? Apa kamu mengerti apa yang miss instruksikan? (Did you understand the researcher's instructions in delivering the materials?)

D: Paham miss, walaupun terlalu panjang bahasa inggrisnya, saya *mudeng* Miss (yes I did, even though it was too long)

(Interview transcript 9)

R: terus ketika miss bertanya dalam bahasa inggris, apa dek Ina mengerti?(then when the researcher asked you some questions in English, did you understand?)

I: sedikit mengerti miss walaupun gak semuanya bisa dimengerti (senyum)(I little bit understood, even though I did not get the whole meaning)

R: terus bisa jawab gak? (Did you answer the questions?)

I: bisa dikit dikit Miss (senyum)(yes I did little miss, smiled)

R: terus dek Ina senang gak kalau guru menggunakan bahasa inggris dalam mengajar?(how about you Ina, did you enjoy when the researcher use English classroom in the class?)

I: suka sih Miss, biar kita bisa terbiasa dengan bahasa inggris gitu Miss. (yes I did, so I got familiar with those expressions).

(Interview transcript 10)

R: waktu Miss memberi instruksi dalam bahasa inggris,mengerti gak dek?(did you understand the researcher's instructions using classroom English in delivering the materials?)

S: Ya sedikit mengerti Miss.(yes I did understand little)

(Interview transcript 15)

R: waktu Miss memberi instruksi dalam bahasa inggris, mengerti gak dek? (did you understand when the researcher using classroom English in the class?)

S: lumayan mengerti miss. (I little bit understood miss)

(Interview transcript 16)

R: waktu Miss memberi instruksi dalam bahasa inggris, mengerti gak dek? (Did you understand when the researcher using classroom English in the class?)

S: Ya lumayan paham miss. (I little bit understood miss)

R: kalau pas miss ngajar menggunakan bahasa inggris terus paham gak dek? (Did you understand when the researcher using classroom English?)

S: paham miss (yes I did)

R: terus kalau miss bertanya pakai bahasa inggris bisa jawab dek? (Then, did you answer some questions using English?)

S: bisa miss (yes I did)

(Interview transcript 17)

R : kan tadi Miss sudah ngajar nih, apa pendapat kalian tentang pelajaran hari ini? (what do you think about today's lesson?)

S1, S2, S3, S4: eemm, lumayan asik sih Miss hehe, (emm, it was cool miss, hehe)

R : asik gimana maksudnya? berarti kalian suka pertemuan kali ini kan? (was it cool? So you enjoyed this meeting right?)

S1, S2 : ya asik Miss karena tadi ada kerja berpasangan, kita berdua kan tadi kerja bareng Miss. (Yes because there were work in pairs, both of us worked together).

S3, S4 : kita tadi disuruh bertukar pendapat gitu, sesuatu yang baru Miss. (we had to exchange opinions, something new).

After that the researcher came to a pair and asked some questions:

R : *Nur and Nani, do you understand the task?*

N & N : *yes Miss,*

R : *do you have difficulty in doing this task?*

N & N : *emm little Miss (smile)*

R : *what is that?*

N & N : *silent*

R : *apa kesulitannya?*

N & N : *enggak bisa langsung jawab pake bahasa Inggris, harus ditulis dulu Miss jawabanya.*

R : *Oh that's fine. But next activity you have to answer orally.*

N & N : *Oke Miss.*

Field note 3

R : *oh begitu, terus bagaimana menurut kalian dengan aktifitas tadi?ada diskusi juga tadi.(oh I see, how about the activities, there were discussion activities right?)*

S1, S2 : *saya paham tadi tentang global warming, iya kan teman teman(I understood, it was about global warming guys right?)*

S3, S4 : *iya tentang cara mengatasi global warming,(yeah, it was about how to reduce global warming effects).*

R : *terus ada kesulitan gak tadi pas mengikuti mata pelajaran dengan saya?(did you get difficulties in joining the leasson with me?)*

S1 : *iya ada, pas kasih pendapat secara langsung, kan kita gak bisa Miss hehe, harus nulis dibuku dulu, harus mikir dulu Miss. (yes I did, when I had to give opinions orally, I could not say it directly; I had to think and wrote down first).*

S2, S3 : *kita tidak bisa mengingat expressions yang banyak Miss, Cuma bisa in my opinion, I think (we could not remember many expressions, only in my opinion, I think).*

S4 : *iya Miss, in my opinion, I think itu gampang diingat Miss. (senyum)(yes miss, those expressions were easy to say and to remember, smiled).*

Interview transcript 6

N : *belajar ekpresi menanyakan pendapat, memberikan pendapat miss. (we learnt some expressions about how to ask and to give some stances,)*

R : *tadi ada kesulitan tidak pas mengerjakan tasks nya?(did you get difficulties in doing the tasks?)*

N : *lumayan Miss, belum bisa memberikan pendapat secara langsung. (yeah I did little miss, I could not give opinions orally).*

R : *tadi kan ada diskusi juga. Bagaimana menurutmu?(how about the discussion session?)*

N : *selama ini kita jarang melakukan diskusi miss, jadi diskusi itu agak sulit buat saya. (we rarely did such discussion activity miss, so it was quite difficult for me).*

R : *dimana tingkat kesulitannya dek?(in what part this activity was difficult?)*

N : ya seperti menanyakan pendapat, memberikan pendapat itu harus mikir dulu Miss, belum bisa secara langsung melakukannya.(yeah like in asking and giving opinion, I could not do it directly, I had to think it first).

Interview transcript 8

Collaborator

R : bagaimana pendapat anda tentang *action* yang telah saya lakukan tadi?(what do you think about the action that I have done?)

C : sejauh yang saya lihat lumayan membantu siswa, mereka memahami apa yang anda katakan, terbukti dengan adanya minat siswa melakukan tugasnya dan menyelesaikan dengan baik.(as far as I see, the action was quite help the students understand the instructions, it could be seen through the students' interest in doing the task, they finished those well).

R : bagaimana dengan instruksi yang saya berikan?menurut anda efektif atau tidak?(how about the instruction? Was it effective or not?)

C : sejauh yang saya amati, para siswa bisa menangkap apa yang anda suruh, tetapi mungkin jangan terlalu banyak menggunakan bahasa inggris dulu, coba *mix* dengan bahasa Indonesia, karena baru pertemuan awal begitu.(as far as I observed, the students could understand the instructions well, however, you do not need to use English all the time, try to mix with Indonesian, because it is the first meeting).

R : oh terimakasih atas sarannya, terus bagaimana dengan aktifitas yang saya berikan tadi? Menurut anda sudah sesuai belum dengan level mereka?(oh thanks for the suggestions, and how about the activity that I have implemented?do you think it was appropriate with the students' level?).

C : menurut saya sudah cukup sesuai dengan level mereka. Tingkat kesulitannya tidak begitu tinggi, mereka dapat memahami materinya. Akan tetapi, jangan terlalu banyak diberi aktifitas dulu sebelum mereka benar benar paham aktifitas sebelumnya.(I think it was appropriate with the students' level, the level of difficulty was not high, they could understand the materials, however, do not give too much activities, let them understand and master the previous activities first).

R : *oh thanks* sarannya, terus bagaimana dengan siswanya sendiri? Apakah menurut anda mereka cukup aktif di kelas atau sebaliknya selama saya melakukan tindakan?(oh okay, thanks for the suggestions, how about the students activeness, do you think that they already active enough when the researcher delivered the materials?)

C : menurut saya mereka lumayan aktif untuk pertemuan pertama ini, ini karena mereka bekerja berpasangan jadi mereka bisa berinteraksi dengan temannya untuk menukar pendapat. (I think they were active enough for the first meeting, it was because they worked in pairs so they could interact with their friends to exchange their opinions).

R : terus ada saran untuk *action* berikutnya? (then any suggestions for the next meeting?)

- C : mungkin jangan terlalu *focus* dengan siswa yang duduk didepan saja, yang duduk dibelakang juga harus lebih diperhatikan karena menurut saya mereka sedikit ramai suka mengganggu temannya yang lain tadi. (do not pay attention on students in front row only, the students in the back row need to give attention too, they sometimes disturbed their friends and made noisy).
- R : *oh okay, thanks* sarannya, saya akan coba lebih memperhatikanya.(okay, thanks for the suggestions, i will try to pay more attention on them).
- C : *goodluck* yah

....R: trus masalah penggunaan classroom English nih selama ini apakah effective menurut anda?(what do you think about the use of classroom English, was it effective or not?)

C: sejauh yang saya amati lumayan efektif ya, mereka terlihat mengikuti instruksi dengan baik, walaupun tidak sebagian siswa benar benar paham yah, mereka cukup familiar seperti penggunaan greeting, mereka bisa respon walaupun dengan jawab “*yes miss*”. (As far as I observed it was quite effective, the students followed the instructions well, even though not all the students could understand well, they were familiar with the use of greeting in English classroom, they could respond even said “*yes miss*”).

(Interview transcript 18)

Meeting II (interview with the students)

D: Paham miss, walaupun terlalu panjang bahasa inggrisnya, saya *mudeng* Miss(I understand even though the instructions are too long)

R: oh syukurlah, terus bagaimana dengan motivasimu belajar bahasa inggris? (happy to hear that, and how about your motivation in learning English?)

D: dari dulu saya senang belajar bahasa Inggris Miss, motivasi saya tinggi untuk belajar bahasa inggris(at first i liked to study English, I had very high motivation in learning English).

Interview transcript 9

D: senang Miss, perubahan apa maksudnya miss? (I enjoyed, what do you mean by change?)

R: kira kira ada peningkatan tidak speaking mu? (did you get improve with your speaking skills?)

D: saya sering kasih pendapat kok pas lagi diskusi dikelompok saya Miss. (I gave my opinion when we discussed).

R: bagus itu, berarti kamu sudah berani berpendapat. Otomatis nanti speaking skill mu akan meningkat terus kalau kamu mau berlatih terus.(great, It means that you already have courage to speak up, your speaking skill will improve as long as you keep practice it).

D: mudah mudahan ya Miss. (yeah, hopefully).

R: terus bagaimana dengan tingkat kepercayaan dirimu?kalau disuruh mengungkapkan pendapat didepan teman kelasmu apa kamu berani?(and how about your confidence? Did you confidence enough to speak up your opinion in front of your classmates?)

D: kalau pas kerja kelompok saya berani miss, tapi didepan teman teman saya masih suka gugup Miss, (I had confidence when I worked in group, I little bit got nervous in front of my mates).

R: berarti kamu cuma butuh latihan lagi.perbanyak latihan ya, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?(it means that you need practice more and more, is there any difficulties you find in the previous meeting?).

Interview transcript 9

R: bagaimana pendapatnya tentang pertemuan kali ini? (What do you think about this meeting?)

I: asik kok miss.(it was fun miss)

R: kan ada kegiatan berdiskusi juga. Bagaimana menurutmu? (how about the discussion session?)

I: seru miss. saya suka berdiskusi,kasih pendapat miss. walaupun bahasa inggris saya kurang lancar, tapi saya sedikit berani berpendapat Miss. (it was fun miss, I liked to give opinion and discussed something, even though I was not really fluent in English, however I had courage to

peak up).

R: berarti dengan berdiskusi dek Ina punya kepercayaan diri untuk mengeluarkan pendapat begitu?(It means by doing discussion you will improve your confidence in delivering your opinions, is that right?)

I: iya miss dengan melakukan diskusi saya merasa ada peningkatan keberanian saya untuk berbicara bahasa inggris.(yes miss, by doing discussion, I found my bravery was high to speak in English).

R: berarti setiap di beri kesempatan praktek bicara dalam bahasa inggris dek Ina senang? (So did you really enjoy when you get change to speak in English?).

I: senang Miss.(yes I did)

R: terus pas berdiskusi, dek Ina senang bekerja kelompok atau berpasangan?(when you did the activities, which one do you like the most, worked in pair or in group?)

I: dua duanya senang miss. kerja kelompok maupun berpasangan gak masalah kok miss.tetap bisa saling membantu satu sama lain.(I think both, whether in pair or in group both helped me alot).

Interview transcript 10

R: oh ya? Ada kesulitan gak selama ini? (Oh ya, is there any difficulties you find so far?)

D: sedikit miss, seperti salah ucap kata, banyak kata kata baru yang belum dimengerti. tapi karena ada kerja kelompok jadi kita saling membantu miss. (Little miss, I mispronounced some words, some new vocabularies that I did not understand, but when I worked in group, my friends helped me a lot).

Interview transcript 9

Collaborator

R : bagaimana menurutmu pertemuan tadi?(what do you think about today's meeting?)

C : yang jelas ada *improvement* dari yang kemarin. Saya amati mereka lebih aktif dipertemuan ini dari yang kemarin. (I think for sure this meeting was better than the previous one, I observed that they were active enough in this meeting better than the previous one, there was a pretty good improvement).

R : terus untuk siswa yang duduk dibelakang gimana menurutmu?apa mereka masih saja mengganggu temannya? (How about the students in the back row? Did they still disturb their friends?).

C : menurut saya sudah agak berkurang semenjak diperhatikan terus. (I think they somewhat reduced their habit as long as you noted them).

R : berarti usaha yang saya lakukan sedikit membuat perubahan pada perilaku mereka?

C : saya rasa begitu.(it means that a little effort I've done changed their behavior?)

R : terus bagaimana dengan materinya? Saya memang berencana untuk memperbanyak dialog dan monolog agar supaya mereka bisa mahir mempraktekannya. (And how about the materials? I planned to give as much as possible dialogues and monologues so that they could practice English more).

C : menurut saya itu usaha yang cukup baik ya, mereka memang harus familiar dengan

- banyak percakapan seperti itu, supaya nanti mereka bisa terbiasa untuk berbicara menggunakan bahasa inggris. (I think that was a good effort, they had to be familiar with those conversations so that they could practice more in English).
- R : menurutmu kemauan untuk berbicara para siswa ada perubahan tidak selama dua *meeting* ini? (Do you think that the students' willingness to speak up gets improve during these two meetings?)
- C : sejauh yang saya lihat, walaupun belum sepenuhnya mahir tetapi ada peningkatan sedikit, mereka sudah bisa bertukar pendapat dengan teman sebangkunya. (As far as I can see, even though they were not fully skillful yet, however, there was a little bit improvement, they could exchange their opinion with their table mates).
- R : oh iya untuk *meeting* selanjutnya saya berniat untuk tetap menyuruh mereka bekerja berpasangan dan berkelompok, supaya mereka bisa saling membantu satu sama lain. Dan tasknya juga saya fariasikan. Bagaimana menurutmu? (Oh yea for the next meeting, I have planned to keep asking the students to work in pair and in group so that they can help each other).
- C : menurut saya itu usaha yang bagus. Silakan dicoba dulu.(that sounds good, please try)

Meeting III (interview with the students)

- R: hai Dek, bagaimana pendapatmu tentang aktivitas yang selama ini miss terapkan?(hi, what do you think about the activities that I've implemented so far?)
- S: seru Miss(it was fun)
- R: Menyenangkan gak?(was it fun?)
- S: Hehe,iya Miss(yes it was)
- R: lebih senang kerja kelompok atau berpasangan dek?(What do you like the most, worked in pair or in group?)
- S: Seneng yang kelompok Miss(I liked to work in group).
- R: Kenapa?(why?)
- S: karena ada banyak teman untuk bertukar pikiran dan pendapat Miss (because I have many friends to share with)
- R: Trus ada kesulitan nggak selama ini?(is there any difficulties that you face so far?)
- S: sedikit miss, tapi bisa diatasi (senyum)(there is a little miss, but I can overcome it).

Interview transcript 13

- R: Gimana dek pendapatnya tentang aktivitas yang miss ajarkan selama tiga pertemuan ini?(what do you think about the activities that the researcher implemented so far?)
- S: seru miss. (it was great miss)
- R: bagaimana dengan kemampuan speakingnya, sudah ada peningkatan belum?(How about your speaking skills, is there any improvements so far?)

S: lumayan miss.(it's good miss)

R: dalam hal apa itu?(in what aspects?)

S: jadi berani ngomong pakai bahasa inggris, sudah gak malu lagi, jadi bisa bertukar pendapat Miss.(I have courage to speak in English, I don't get shy anymore, and I can share my opinions).

R: terus dalam hal speakingnya gimana?(what about your speaking skills?)

S: sedikit tau cara pengucapan kata kata yang benar Miss. (I already know little how to pronounce some words).

R: ada kesulitan gak selama ini?(is there any difficulties that you face so far?)

S: gak ada sih Miss.(nothing miss).

Interview transcript 14

R: Gimana dek pendapatnya tentang aktivitas yang miss berikan selama ini?

S: asik miss

R: kenapa?

S: karena bisa diskusi, kasih pendapat ke teman teman yang lain miss

R: waktu melakukan aktivitas lebih suka kerja kelompok atau berpasangan dek?

S: kelompok Miss

R: kenapa pilih kelompok?

S: Soalnya bisa saling diskusi, pendapatnya jadi banyak miss dibanding pasangan

R: Trus ada kesulitan gak selama ini?

S: gak ada sih miss.

Interview transcript 15

R: bagaimana pendapatnya dek tentang aktivitas yang dilakukan selama ini?(what do you think about the meetings so far?)

S: bagus miss, melatih cara berpikir kita tentang suatu hal, bisa cari solusi juga miss.()

R: berarti suka kegiatan berdiskusi ya dek?

S: suka miss, karena ada diskusi kelompok juga berpasangan jadi saling membantu kita miss

R: Ada kesulitan gak dek selama ini?

S: gak ada miss, cuma kalau mau kasih pendapat langsung itu harus mikir dulu, ditulis dulu miss (senyum).

R: apakah kamu merasa ada peningkatan dalam keterampilan berbicara setelah melakukan kegiatan diskusi dek?

S: iya ada miss.

Interview transcript 16

Collaborator

R: bagaimana pendapatnya tentang aktivitas tadi?

C: lumayan membantu siswa untuk lebih aktif lagi. Mereka terlihat aktif dikelompoknya masing masing. Walaupun agak belum lancar, tapi pronunciation mereka sudah lumayan baik, selain itu vocabulary juga sudah meningkat.

R: berarti mereka tadi terlihat aktif gitu ya dikelompoknya? Trus menurut anda mereka lebih aktif ketika bekerja berpasangan atau kelompok sebenarnya?

C: menurut saya mereka lebih suka berkelompok ya karena mungkin lebih banyak temannya jadi saling membantu gitu walaupun sedikit agak ramai mereka.

R: iya saya juga melihat begitu, tapi walaupun terlihat agak ramai mereka masih bisa focus dengan topic mereka masing masing, bagaimana menurutmu?

C: Iya terlihat begitu.

Interview transcript 17

CYCLE II

R: oia dek, mengerti tidak dengan instruksi yang mbak berikan dalam bahasa Inggris?(did you understand the researcher's instructions using English?)

S: mengerti kok miss (yes I did)

R: terus ada tambahan lagi gak mengenai aktivitas tadi?(what else you can add about the activities?)

S: Bisa mengungkapkan pendapat dalam bahasa inggris miss karena bekerja secara kelompok jadi bisa saling membantu satu sama lain. (I could explore my ideas in English, we could help each other when we worked in group)

R: Sudah ada peningkatan belum?(did you get any improvements so far?)

S: sudah, kosa-katanya meningkat, cara bacanya, grammarnya. (yes I did, I got many vocabularies, I knew how to pronounce some words in proper way, and I knew about grammar accuracy)

Interview transcript 21

R: Ok, trus mengenai penggunaan bahasa Inggris selama KBM gimana dek? Paham nggak kamu selama mbak pake bahasa Inggris? (what do you think about the used of classroom English so far?did you get the researcher's instructions?)

S: Lumayan paham mbak.(yes I did little,)

R: Oya, trus sudah terasa peningkatannya belum?(did you get any improvements so far?)

S: Sudah, vocabnya meningkat dan ngucapin kata-katanya jadi bisa lebih benar.(yes I did, I got many vocabularies and I knew how to pronounce some words in proper way)

Interview transcript 22

Meeting I (interview with the students)

R: Halo dek gimana pendapatnya tentang aktivitas tadi?(hello, what do you think about the activities in this first meeting?)

S: asik miss, ada video gitu yang di tonton, sesuatu yang menarik miss.(it was fun, the video was fun as well)

R: suka gak dengan aktivitas tadi dek?(did you like it?)

S: suka miss, menarik.(yes I did, it was fun)

R: tadi kan miss suruh diskusi berkelompok, bagaimana tadi suasana kelompokmu?(there was discussion session rihgt?how about your group?)

S: iya tadi kita kerjasama miss, saling tanya jawab gitu, trus ada yang setuju sama ada yang gak juga miss. Seru lah.(yes we did colaborate, we asked and answered some questions, they were agreed and disagreed too, it was fun)

R: tadi dikelompokmu kasih pendapat juga gak dek?(did you give your opinion in your group?)

S: pasti dong miss(senyum)(yes of course I did)

R: Trus ada peningkatan speakingnya belum?(did you get your english better?)

S: Iya lumayanlah miss speaking meningkat sedikit, tapi gak mahir banget miss, kita kan bukan bule miss.(yes I did little, but I was not fluent like the native speakers did at the time, smiled)

R: (senyum)..oya tadi kan miss kasih reward , menurutmu gimana?ada pengaruhnya gak buat kamu? (smiled, how about the reward?did you moved by it?)

S: ya iyalah miss siapa yang gak senang dikasih hadiah. Tadi kita rebutan miss (senyum).(yes I did, everybody wanted to get that, we were in action with it, smiled)

R: segitu dulu saja ya dek. thanks (that's all for questions, thanks a lot)

S: you are welcome miss.

Interview transcript 19

R: hai Dek, bagaimana menurutmu aktivitas tadi?(what do you think about the activities in this first meeting?)

S: senang tadi kita nonton video miss, sama diskusi kelompok gitu. (we were enjoyed the discussion session and also the video was fun)

R: ada kendala gak tadi dek?(did you get any difficulties?)

S: iya miss, pas disuruh dengar video tadi gak bisa nangkap langsung, harus diputar ulang lagi miss.(yes I did,at first I could not get the video once, but after it played three times I got it)

R: tadi kan juga miss sudah putarin 3x, setelah itu mengerti gak?(I played it three times, so you got it?)

S: lumayan miss, karena tadi tentang facebook jadi tau sedikit miss(yes I did, it was about facebook page, so I knew little about it)

R: tadi pada gak mau presentasi duluan, setelah dikasih hadiah pada mau, kenapa begitu?(why did you do not want to present your own first?and why after the researcher gave some presents so you all took action in it?)

S: ya senang dikasih hadiah miss, buat tambah nilai gitu miss (senyum).(yeah because we were moved by the the presents, we were happy to get that, smiled)

R: bagaimana dengan speaking mu di bandingkan dengan beberapa pertemuan yang kemarin?Ada peningkatan belum?(how about your speaking ability?did you get any improvements so far?)

S: lumayan tambah kosakata, tau cara baca kata katanya miss. (I did improve my vocabularies a lot, and I knew the way to pronounce some words in proper way)

R: terus sudah percaya diri belum? (how about your confidence?did you got improve as well?)

S: sekarang lebih berani mengungkapkan pendapat saja miss daripada yang kemarin. (I am now eager to state my opinion compared to the last one)

R: thanks ya dek(thanks for the information)

S: you are welcome miss.

Interview transcript 18

Collaborator

R: Mbak, bagaimana aktivitas yang pertama di cycle II ini menurut mbak?(what do you think about the first meeting in this cycle II?)

C: sejauh yang saya amati tadi siswa siswinya cukup aktif ya mbak, mereka sudah terbiasa dengan ucapan bahasa inggris, mereka aktif tanya jawab dikelompoknya masing masing tadi.(as far as I could see, the students were more active, they already familiar used English, they were more active in asked and gave some opinions)

R: terus ada tambahan lagi gak mbak?(what else?)

C: mereka tadi benar benar memperhatikan video yang anda tampilkan, mereka cukup bisa mendengarkan dengan baik, karena videonya juga menggunakan kosakata yang sederhana dan mereka juga sudah terbiasa dengan penggunaan facebook di kehidupan sehari harinya. Jadi pas di suruh mendiskusikan videonya mereka sedikit paham.(they truly paid attention on the video, they quite could hear that, it was because the video consisted of some easy vocabularies, and also they already familiar with the used of facebook and twitter in their daily life activities so that they could get the information in the video easily)

R: Trus menurut mbak tadi semua siswa sudah aktif belum?(and what do you think about the students' activeness? Did they more active so far?)

C: menurut saya mereka semua sudah aktif dalam diskusi kelompoknya. Ya seperti yang saya katakana tadi, karena mereka bekerja berkelompok jadi mereka bisa bekerjasama dengan baik. Mereka mendiskusikan hal hal yang mereka tidak ketahui satu sama lain tentang video tersebut.(I think they were more active when they discussed in their own group, as I said before, because they were worked in group so they could help each other. They discussed about whatever they did not know about the video)

R: trus kemampuan speaking mereka gimana menurut mbak?(and how about their speaking skill?did they improve well?)

C: menurut saya ada peningkatan speaking mereka, mereka bisa buat dialogue tentang *hortatory exposition*, pas berinteraksi dengan teman temanya mereka sudah lumayan lancar. karena dialogue itu menggunakan *language function* yang tidak begitu *complex*.(I think they did, they could make dialogues of *hortatory exposition*, they were fluently spoke to their friends, because the dialogue used simple language function not the complex one)

R: thanks ya(thanks for the information)

C: anytime.

Interview transcript 20

Meeting II (interview with the students)

R: Hai dek, Gimana tadi aktivitasnya?(hello, what do you think about the activities so far?)

S: Seneng soalnya bisa sharing-sharing ma temen yang lain.(I was happy, I could share with other friends)

R: Tadi paham nggak dek dengan instruksi yang mbak berikan dalam bahasa Inggris?(did you get the point when the researcher give instructions in English?)

S: Paham. (yes I di)

R: Ada tanggapanmu lagi nggak selain yang tadi tentang aktivitas tadi? (what else you can say about the activities?)

S: Bisa praktek bahasa Inggris, bisa tanya-tanya ke kelompok yang lain.(I could practice my English and asked around to my group)

R: Sudah ada peningkatan belum?(did you get any improvements so far?)

S: sudah, kosa-katanya meningkat, cara bacanya, dan grammarnya penggunaan present tense.(yes I did, my vocabularies were improved, I knew how to pronounce some words in English, and I knew the grammar accuray, the use of present tense,)

R: makasih ya(thanks heap for the information)

S: you're welcome

Interview transcript 21

R: Dek, gimana tadi aktivitasnya?(hello, what do you think about the activities so far?)

S: Menyenangkan.(it was fun)

R: ada kesulitan gak?(did you get any difficulties so far?)

S: kadang masih gak tau gimana cara bacanya yang bener.(sometimes I mispronounced some words)

R: pas miss kasih tau cara pengucapannya yang benar membantu gak dek?(was it useful when the reseacher gave feedback on you?)

S: Iya sangat membantu.(yes it was help me a lot)

R: Paham gak kamu selama miss pake bahasa Inggris?(did you understand the researcher's instructions?)

S: Lumayan paham mbak(yeah I did liitle)

R: oya terus bagaimana dengan bahasa inggrismu sekarang? sudah terasa peningkatannya belum?(how about your English?was it getting better or not?)

S: Sudah, vocabnya meningkat dan ngucapin kata-katanya jadi bisa lebih benar.(yes it was, my vocabularies improved and i knew how to pronounce some words in English in proper way)

R: makasih ya(thanks for the informarion)

S: thanks back

Interview transcript 22

R: Hai dek Gimana pendapatnya tentang aktivitas tadi?(hai, what do you think about the activities?)

S: asik miss.(it was fun miss)

R: Ada kesulitan gak?(did you get any difficulties?)

S: aman aman aja miss.(nothing)

R: bagaimana dengan peningkatan kemampuan speakingmu?(how about your speaking ability?)

S: kosakata saya bertambah miss, saya jadi tahu penggunaan present tense yang benar, tapi saya tidak begitu lancar pas di suruh mengungkapkan pendapat. (I got a lot of vocabularies, I could make sentences using present tense, but I was not that fluent when I had to state my opinion orally)

R: makasih ya informasinya(thanks for the information)

S: you're welcome Miss

Interview transcript 23

R: hai dek, wawancara bentar ya. Bagaimana pendapatnya tentang aktivitas tadi?(hai, what do you think about the activities?)

S: seru miss, tadi kita nonton video, kita bertukar pendapat, kita diskusi tadi dan kerja kelompok juga miss.(it was fun miss, we watched video, exchanged our opinion, and also we did discussion)

R: Sudah ada peningkatan speakingnya?(did you get your English better?)

S: udah sedikit, pronunciation meningkat, kosa kata juga meningkat(yes I did little, I could pronounce some words, I got many vocabularies as well)

R: makasih infonya ya(thanks for the informatin)

S: yup, anytime

Interview transcript 24

Collaborator

R: Gimana mbak aktivitas tadi?(what do you think about the activities in this second meeting?)

C: menurut saya sih sudah ada peningkatan kemampuan speaking siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' speaking skill compared to the previous one)

R: kalo masalah keaktifan mereka gimana?(how about the students activeness?)

C: semua siswa tadi sudah terlibat aktif. (all the students were more active)

R: trus tentang pemberian reward selama ini efektif nggak?(and how about the reward? Did it give any influences?)

C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiatic in delivering their tasks)

R: Makasih ya(thanks for the information)

C: anytime

Interview transcript 25

Meeting III (interview with the students)

R: hai dek, wawancara sebentar ya. Gimana dek pendapatnya tentang aktivitas tadi?(Hi, what do you think of the activities?)
 S: Ya jelas miss.(it was clear miss)
 R: Menyenangkan gak?(was it fun?)
 S: iya miss, soale kita tadi berdiskusi gitu, Jadi bisa saling tukar pendapat gitu trus ada nonton video gitu miss, asik.(yes it was, we did discuss it, we delivered our ideas in group and we watched videos, it was fun)
 R: Trus udah ada peningkatan belum speaking skillmu? (how about your speaking skills?did you get any improvements?)
 S: Sudah, saya mempunyai kosa kata yang banyak, jadi tahu cara pengucapan dengan baik, tahu cara penggunaan *present tense* miss, terus kita berlatih bertukar pendapat miss,(yes I did, I got many vocabulary of English words, I knew how to pronounce some words in English well, and I knew the use of present tense, and we did exchange our ideas in group as well)
 R: ada kendala gak dek? (did you get any difficulties?)
 S: ada miss, belum terlalu lancar pas bertukar pendapatnya(yes I did, I did not say my opinions fluently)
 R: banyak latihan dengan teman teman mu yah (you better practice more with your friends ok!)
 S: iya miss(yes miss I get it)
 R:makasih informasinya ya (thanks for the information)
 S: sama sama miss(thanks back)

Interview transcript 26

R: hai dek, bagaimana menurutmu aktivitas tadi?(hello, what do you think of the activities?)
 S: menyenangkan miss karena tadi nonton video, trus kita diskusi juga miss. (it was fun miss, we watched videos and did discuss that's interesting)
 R: Ada kesulitan gak tadi? (did you get any difficulties?)
 S: emm gak ada miss(nothing miss)
 R: Terus sudah ada peningkatan belum speaking skillsmu?(how about your speaking skills?did you get any improvements?)
 S: sudah.Ya jadi lebih berani, vocabulary meningkat, tambah PD juga ngomong bahasa Inggris.(yes I did, I felt more eager to speak up, I got so many words in English, and I felt more confidence to speak up too)
 R: Makasih ya.(thanks for the information)
 S: Ya.(anytime)

Interview transcript 27

R: gimana pendapatnya dek mengenai aktivitas tadi?(what do you think of the activities?)

S: menyenangkan(it was fun miss)

R: selain itu apa?(what else?)

S: ya enak, bisa mikir bareng-bareng ma teman-teman yang lain.

R: oya, trus sudah ada peningkatan belum selama ini? ?(how about your speaking skills?did you get any improvements?)

S: udah. Meningkat cara bacanya, lebih aktif karena sering disuruh bekerja berkelompok juga.(yes I did, I knwe how to pronounce some words in English, I felt more active because we often did group discussion)

R: trus ada kesulitan nggak tadi?(did you get any difficulties so far?)

S: gak ada(I did not)

R: Makasih ya dek(thanks for the information)

S: sama sama miss (anytime miss)

Interview transcript 28

Collaborator

R: Gimana mbak aktivitas tadi?(what do you think about the activities?)

C: menurut saya sih sudah ada peningkatan kemampuan speaking siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' speaking skill compared to the previous one)

R: kalo masalah keaktifan mereka gimana? (How about the student's activeness?)

C: semua siswa tadi sudah terlibat aktif. (All the students were more active)

R: trus tentang pemberian reward selama ini efektif nggak? (And how about the reward? Did it give any influences?)

C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiastic in delivering their tasks)

R: Makasih ya(thanks for the information)

C: anytime

Interview transcript 25